DOCUMENT RESUME

ED 250 956 FL 014 741

TITLE	Ideas for Teachers of Non-English-Speaking Children. A Handbook.
INSTITUTION	Chicago Board of Education, Ill. Dept. of Curriculum.
PUB DATE	74
NOTE	88p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Bilingual Students; *Class Activities; *Classroom Techniques; *Cross Cultural Studies; Cultural Awareness; *Cultural Education; Difficulty Level; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; Instructional Materials; Italian; *Limited English Speaking; Spanish Speaking
IDENTIFIERS	Cuba; Italy; Mexico

ABSTRACT

A series of lesson ideas for school teachers with both monolingual English-speaking and bilingual students in the same class includes 18 cultural and cross-cultural topics. They include: the island of Cuba, the flag of Cuba, the flag of Mexico, the development of Mexican music, Benito Juarez, the flag of Puerto Rico, the seal of Puerto Rico, a history lesson about Italy, the Italian flag and coat of arms, a geography lesson about Italy and Sicily, rhythm instruments, presentation of the song "El Coqui," presentation of a biography, use of an acrostic, use of a cultural capsule, teaching culture through the film "Felipa, North of the Border," and ethnic foods. For each lesson idea, the targeted level, goal, specific behavioral objectives, materials, teacher information, facts and figures, procedural outline, suggested student activities, and other resources are presented. A list of publishers and distributors of educational materials in Spanish and a form for submission of lessons are appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED250956

IDEAS FOR TEACHERS OF NON-ENGLISH-SPEAKING CHILDREN

A Handbook

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Chicago Board of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL014 741

JAMES F. REDMOND
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

Copyright 1974
Board of Education
of the
City of Chicago
Chicago, Illinois

CONTENTS

Foreword v

Acknowledgment vii

Introduction 1

Ideas for Lessons 3

- Cuba 5
- Flag of Cuba 8
- Seal of Cuba 10
- Flag of Mexico 12
- Development of Mexican Music 16
- Benito Juarez 26
- Flag of Puerto Rico 33
- Seal of Puerto Rico 35
- History Lesson about Italy 38
- Italian Flag and Coat of Arms 42
- Geography Lesson about Italy and Sicily 46
- Rhythm Instruments 53
- Presentation of the Song "El Coqui" 65
- Presentation of a Biography 67
- Use of an Acrostic 71
- Use of a Culture Capsule 73
- Teaching Culture through the Film "Felipa, North of the Border" 75
- Ethnic Foods 77

Publishers and Distributors of Educational Materials in Spanish 81

Form for Submission of Lesson 83

FOREWORD

Students coming into the Chicago public schools from homes and communities where English is not spoken as a first language bring with them a rich cultural and linguistic heritage. These children are faced with the enormous task of learning a second language at the same time that they must progress academically in a language new to them.

These ideas for lessons on interdisciplinary language arts and culture for use with non-English-speaking children were developed by a team of bilingual teachers who conduct an inservice program for teachers who have in the same classroom both monolingual speakers of English and bilingual children who speak English at different levels of proficiency.

It is expected that teachers will use the lessons as resource materials in teacher inservice sessions conducted by members of the bilingual team.

JAMES F. REDMOND

General Superintendent of Schools

ACKNOWLEDGMENT

DEPUTY SUPERINTENDENT OF SCHOOLS

Manford Byrd, Jr.

DEPARTMENT OF CURRICULUM

Lorraine M. Sullivan
Assistant Superintendent

Ellen L. Brachtl
District Superintendent

DIVISION OF TEACHING ENGLISH TO
NON-ENGLISH-SPEAKING CHILDREN

Nell L. Gonzalez, Director

Appreciation is expressed to Vicki Gunther, bilingual staff development team member; Mary Potocki, curriculum resource teacher, Area C; Dionioes Sampson, curriculum resource teacher, Area B; and Sylvia Soto, bilingual education staff assistant, Area C, for their efforts in the preparation of these materials.

INTRODUCTION

In the modification of these lessons and the development of new lessons, the bilingual inservice team and the classroom teachers are encouraged to—

develop objectives and activities that relate the new lesson to the the children's own experiences

develop objectives and activities that review concepts previously learned

provide new teaching techniques for every new skill introduced in the lesson

provide many oral language development activities, such as plays, charades, riddles, choral speaking, role playing, and other dramatizations

include objectives and activities for improving the basic skills of listening, speaking, reading, and writing English

include objectives and activities for teaching the learning skills the children are expected to acquire at their developmental levels

include a review for each lesson

include assessment activities for every lesson.

The classroom teachers and the bilingual team will—

study the lessons and select one lesson or part of one lesson for implementation or create a new lesson

analyze the lesson and modify it if necessary to meet the needs of the students

teach the lesson

evaluate results

modify the lesson as needed and reteach

determine if the lesson achieves the desired results

add lessons that are effective to the collection of interdisciplinary lessons on language arts and culture.

Send a copy of the modified or new lesson to Mrs. Nell L. Gonzalez, Director, Division of Teaching English to Non-English-Speaking Children, Room 862, Mail Run 65. Please include the form at the back of the book with the lesson.

IDEAS FOR LESSONS

CUBA

Level

Intermediate

Goal

To acquaint the student with geographical and occupational information about Cuba

Objectives

Given a map of Cuba, the student will be able to identify the six provinces.

Given a world map or globe, the student will locate the island of Cuba and describe its position in relation to the United States.

Given a brief explanation about the weather and climate of Cuba, the student will write a weather report of a typical day in Cuba.

Given pictures of various professions, the student will identify occupations found in Cuba as well as in the United States.

Materials

mimeographed map of Cuba
a globe or topographical map
photos or pictures of different sections of Cuba
pictures of different occupations or professions

Teacher Information

An Imaginary Trip to Cuba

We are going to make an imaginary trip to Cuba, the largest island in the West Indies, or Caribbean Islands as they are known in the United States. This island is only 90 miles to the south of Florida.

Cuba is like a long, green alligator swimming in the Caribbean, as you can see on the map.

Now we are going to talk about Cuba's borders: to the north are the Atlantic Ocean and the Mexican Gulf; to the south is the Caribbean Sea; to the east, the Paso de los Vientos (Pass of the Winds); and to the West, the strait of Columbus.

The island is divided into six provinces. They are called Pinar del Rio, Havana, Matanzas, Las Villas, Camaguey, and Oriente; the capital of the country is Havana.

The landscape presents many different aspects, as you can see on the map. For example, the green parts are high mountain ranges, the orange, smaller mountains, and the yellow, even lower heights. The white spots represent plateaus.

Cuba has a tropical climate. Most of the time the weather is the same, except for the short winters. We say Cuba has two seasons: the dry season (October - May) and the rainy season (May - October).

The people of Cuba engage in different occupations. Agricultural workers are very important because Cuba's main industry is the raising of sugar cane and other minor crops. Teachers, doctors, nurses, lawyers, engineers, scientists, and clerks all contribute to the economy of the island.

Facts and Figures about Cuba

Official name of the country:	Republic of Cuba
Capital:	Havana
Location:	The largest island in the Caribbean Sea, part of the Greater Antilles
Area:	44,218 square miles (114,524 sq. km.)
Population:	8,500,000 (estimate)
Language:	Spanish
Government:	Communist republic
National holiday:	July 26, anniversary of Fidel Castro's attack on the Moncada Army Barracks
National anthem:	"La Bayamesa"
Monetary unit:	Cuban peso

Procedure

Read "An Imaginary Trip to Cuba" to the students.
Using a map, point out Cuba's location, the six provinces, and the physical features.
Discuss the climate and weather conditions.
Explain the chief occupations of the people.
Have the students perform some or all of the suggested activities.

Suggested Student Activities

Write in on the map the names of the six provinces, and color the island according to its topography.

Name and color the surrounding bodies of water.

Locate on a globe or map the island of Cuba and orally give its latitude and longitude and its position in relation to the United States and surrounding islands.

Explain the climate and seasons of Cuba and their similarity to and differences from those of the United States.

Compare the occupations and professions of Cuba with those of the United States.

Resources:

Carballo, Rolando Espinosa. Elementos de Geografía de Cuba. Miami, Fla.: Ediciones Universal, 1967.

_____. Elementos de Historia de Cuba. Miami, Fla.: Ediciones Universal, 1967.

_____. Símbolos, Fechas y Biografías. Miami, Fla.: Ediciones Universal, 1968.

Leonardo, Don. Recuerdos de La Cuba Que Dejamos. Miami, Fla.: Goyescas Corporation of Florida.

Nicholson, Joe, Jr. "Inside Cuba." Harper's (April 1973): pp. 54-69.

Santovenia, Emeterio S., and Shelton, Raul M. Marti Y Su Obra. Miami, Fla.: Educational Publishing Corp., 1970.

FLAG OF CUBA

Level

Primary and Intermediate

Goal

To acquaint the student with the meaning of the symbols and colors of the Cuban flag

Objective

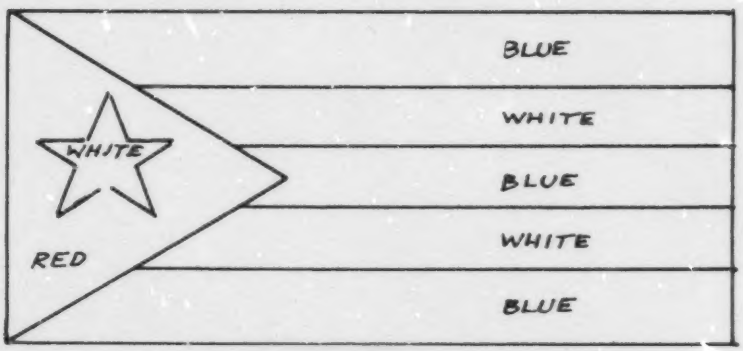
Given a flag of Cuba, the student will describe its makeup and the meaning of each color and part.

Material

mimeographed outline of the flag
crayons or paints
construction paper, scissors, paste
red, white, blue tissue paper, cardboard

Teacher Information

The Flag of Cuba



In 1849 the flag of Cuba was designed from an inspiration of Narciso Lopez. It is made up of three blue and two white stripes and a red triangle with a white star in the middle. The star symbolizes a united eagerness for liberty; the red triangle, the blood which was shed for the country. The three blue stripes represent science, virtue, and beauty; and the two white represent purity and justice.

Procedure

Display a flag of Cuba and one of Puerto Rico.
Point out the similarities and differences between the two flags.
Explain the meaning of the colors and the symbols.
Duplicate the outline of the flag.
Prepare materials to construct the flag.

Suggested Student Activities

Color a representation of the Cuban flag or draw and color the flag.

Construct the flag from small crushed pieces of tissue paper pasted on construction paper or cardboard.

Explain the meaning of each color and symbol.

Compare the Cuban flag with the Puerto Rican flag.

Resources:

Carballo, Rolando Espinosa. Símbolos, Fechas y Biografías. Miami, Fla.: Ediciones Universal, 1968.

SEAL OF CUBA

Level

Intermediate and Upper

Goal

To acquaint the student with the meaning of the symbols of the seal of Cuba

Objectives

Given a mimeographed copy of the seal of Cuba, the student will explain the meaning of each symbol.

Materials

mimeographed copies of the symbol (or the original projected on an opaque projector)
patterns of the symbol
scissors, glue, crayons or paints, construction paper

Teacher Information

The Seal of Cuba

The seal is composed of three sections, one across the top and two sections below it. Across the top, the island is depicted in such a way as to show its geographic and political importance. The key signifies the fact that Cuba closes the entrance to the Gulf of Mexico and Florida. The lower left sction represents the division of the interior of the island into provinces. The lower right side represents the liberty and independence of the republic of Cuba. The royal palm symbolizes the exuberant fertility of the earth and the usefulness of the palm. Crowning the seal is a Phrygian cap with one white star, which represents the sovereignty and independence of the republic. The laurel and olive branches firmly tied to the stick signify the union of the people.

Procedure

Distribute mimeographed forms of the seal.
Explain the meaning of each symbol.
Conduct an oral question-and-answer session about each symbol and the use of the seal.
Prepare materials for the children to construct the seal.

Suggested Student Activities

Point out the various symbols and relate the meaning of each (at the chalkboard or at the opaque projector).

Draw and color the seal.

Write "What Am I" riddles about each symbol.

Quiz each other, using the above riddles.

Resources:

Carballo, Rolando Espinosa. Símbolos, Fechas y Biografías. Miami, Fla.: Ediciones Universal, 1968.

FLAG OF MEXICO

Level

Intermediate and Upper

Goal

To teach the student the history of the Mexican flag and have him participate in the activities of celebration

Objectives

Given information about the Mexican flag, the student will be able to describe the flag and define its symbols.

Given a poem to recite, the student will memorize and recite the poem in two languages.

Given the materials, the student will construct a Mexican flag.

Materials

strips of red, white, and green construction paper, 4½ x 10 inches
pattern for Mexican eagle
butcher paper, 10 x 13½ inches
crayons or paints
mimeographed copies of the story about the Mexican flag
chalkboard for the poem presentation
record player
record of the Mexican national anthem

Teacher Information

Facts about Mexico

Mexico has a long history of rebellion against foreign countries which have tried to overwhelm her. The Spanish conquered Mexico for her riches. The Indians of Mexico were enslaved and made to increase the riches to be sent to Spain. The Mexican people wanted Mexico to be free of Spanish rule and revolted. The Mexicans had no symbol to represent the people and help unite them. An Indian legend served as a good symbol because it represented the Indian heritage of freedom before the coming of the Spanish oppressors. The most powerful Indians before the Spanish conquered Mexico were the Aztecs. They came south into what is now

Mexico from the southwestern section of the United States. Their homeland was called Aztlan.

The chief god was Huitzilopochtli (weet-zil-o-posh-lee), the god of sun and war. Huitzilopochtli advised the Aztecs to seek a new place to live and to keep looking until they came upon an eagle killing a snake while perched on a cactus. The Aztecs sighted the eagle in the area which is today Mexico City.

Mexico's flag, with the symbolic colors of green, white, and red, was adopted in 1821. Green symbolizes independence; white, religion; and red, union. In the center is the reminder of Mexico's ancestors, a picture of an eagle with a snake in its beak and claws, perched on a branch of a nopal cactus.

In Chicago, Mexican Americans actively celebrate many of Mexico's holidays. Although geographically separated from Mexico, the culture, the customs, and traditions have given many Mexican Americans a strong identification with Mexico. Flag Day is celebrated with parades and by displaying the Mexican flag. In many schools, skits and plays are presented with the flag as a central theme.

The flag plays a major role in the celebration of Mexico's Flag Day, February 24; Mexican Independence Day, September 16; Cinco de mayo, May 5; Pan American Day, April 14.

Procedures

Play the Mexican national anthem.

Display the Mexican flag and discuss the colors and the coat of arms.

Read and discuss the information about Mexico and the flag.

Direct the students to construct a Mexican flag according to the directions below:

Paste the green, white, and red strips onto the butcher paper.

Trace the eagle pattern on a ditto master and have the students color the eagle and snake brown, the cactus and leaves green, the berries red, and the beak and claws of the eagle yellow.

Cut out the eagle and paste onto the white portion of the flag.

Develop vocabulary by writing the following words on the board and explaining the meaning of each word. Use as many visuals as possible to illustrate the meaning.

Aztec	geographically	progressive
banner	heritage	rebellion
capital	identification	represent
conquer	independence	skit
contrast	legend	symbol
devour	oppression	theme
enslave	overwhelm	transform
foreign	perched	wander

Have the students do the following vocabulary exercises using the above words:

Sample Completion Exercise

Another word for sign is _____.
This word means to overcome _____.
To _____ means to eat up greedily.
A _____ is a short play.
To take over completely means to _____.

Sample Matching Exercise

_____	1. banner	a. family background
_____	2. heritage	b. to sit on the edge
_____	3. perch	c. main idea
_____	4. progressive	d. flag
_____	5. theme	e. moving toward something new

Write the following poem on the chalkboard.
Read the poem and have the students repeat it.
Ask volunteers to recite the poem.

A Poem for the Mexican Flag

Verde, la esperanza amada
blanca, la inocente vida,
colorada enrojecida
es la llama de amor.

Green the beloved hope,
White the innocent life,
Reddish red
Is the flame of love.

Suggested Student Activities

Pronounce the vocabulary words. Use the words in sentences.

Describe the Mexican flag and the symbol.

Discuss the reasons many Mexican Americans celebrate Mexican holidays in Chicago.

Recite the flag poem.

Compose a poem about the flag of Mexico.

Select a panel of students to judge which student-constructed flag is best.

Dramatize, in skit form, the discovery of present-day Mexico City.

Resources

Brown, Gertrude. Our Mexican Heritage. Boston: Ginn & Co., 1972.

Cuban, Larry, and McClearly, E.H. Mexico. Glenview, Ill.: Scott, Foresman & Co., 1972.

Garcia, Ernest, and Shaftil, George. Mexican-American Heritage. Belmont, Calif.: Fearon Publishers, 1972.

DEVELOPMENT OF MEXICAN MUSIC

Level

Primary and Intermediate

Goal

To acquaint the student with the development of Mexican music

Objectives

Given information on the development of Mexican music, the student will complete exercises based on this information.

Given vocabulary words, the student will use them in meaningful sentences.

Given pictures of musical instruments, the student will identify them correctly.

Materials

crayons or paints
duplicator masters
outline drawings of musical instruments

Teacher Information

Flutes and trumpets are a basic part of Latin American music. Before the Spanish introduced European music to the Americas, the Indian people had developed and learned to play vertical flutes. These flutes were fashioned out of wood or bone and were used to provide music for religious ceremonies and other occasions.

The Spanish brought wind instruments to the New World. The Indians quickly learned to play the new instruments; now the cornet, trumpet, and other wind instruments play a vital part in the folk music of Latin America.

In Mexico, trumpets are vital to "mariachi" music. The mariachis are usually a group of guitarists, fiddlers, and trumpeters. Their name was coined from the French word mariage, which means wedding. During the reign of Emperor Maximilian, there were many weddings between Frenchmen and Mexican girls. The musicians who played at weddings, therefore, earned the name mariachi. Today mariachis perform at almost all festivals or gatherings and can be recognized by their use of trumpets.

The Spanish guitar plays a major role in the history of Mexican music. Other stringed instruments, such as the violin or fiddle and the bass guitar, are necessary to produce the classical and folkloric music of Mexico.

The concertina or accordion is easily recognizable when listening to South American and Mexican music. The Mexican music of northern Mexico and southwestern United States uses the accordion almost exclusively.

Today Mexico continues to make a great contribution to classical and contemporary music. The country has many singers, composers, and conductors who are world renowned. For example, Carlos Chavez is a noted Mexican composer and orchestral conductor. His operatic ballet was presented in Philadelphia, with Leopold Stokowski conducting.

Mexico City is one of the cultural capitals of the world. Each year great artists from all parts of the world perform at the Palacio de Bellas Artes.

Procedure

Present the background information in story form and discuss it with the children.
Develop exercises based on the background information.
Present the following vocabulary words and develop vocabulary exercises:

accordion	contemporary	guitar
artist	cornet	instrument
ballet	drum	mariachi
classical	fiddle	opera
composer	flutes	renowned
concertina	folk music	trumpets

Display musical instruments or pictures of the instruments.
Have the students identify the instruments on display, naming them in Spanish and English.
Develop and administer a brief check test on the background information of each instrument.

Suggested Student Activities

Study the vocabulary words; pronounce, spell, and use them when discussing the information presented by the teacher.

Do the following exercises:

Musical Instrument Exercises

Match the instrument with the identifying characteristic and supply the correct answer to each of the five questions below.

_____1. drum	a. Instrument of Northern Mexico
_____2. flute	b. Major contribution of the Spanish
_____3. trumpet	c. Indian instrument
_____4. concertina	d. African instrument
_____5. guitar	e. Instrument of the mariachi

What Am I

1. I am squatty and round and made of wood and skin. I am beaten often and my cries are rhythmical sounds. What am I? _____

2. I am made of ridges and pleats. On a festive occasion my owner squeezes me to produce happy music with a polka beat. What am I?_____

3. I am long and narrow and full of holes. I am made of bone and sticks. I am as old as time. I have a very high voice when played. What am I?_____

4. I am golden and shiny and full of fun. In Mexican music I am number one. What am I?_____

5. I have a beautiful figure, an hour-glass figure, they say. I make melodic music when I am played. I came with Cortez from across the sea. What am I?_____

Color or paint the pictures provided by the teacher (See pages at end of unit.)

Identify the musical instruments (or pictures) displayed by the teacher.

Complete the check test given by the teacher.

Work the puzzle on the following page.

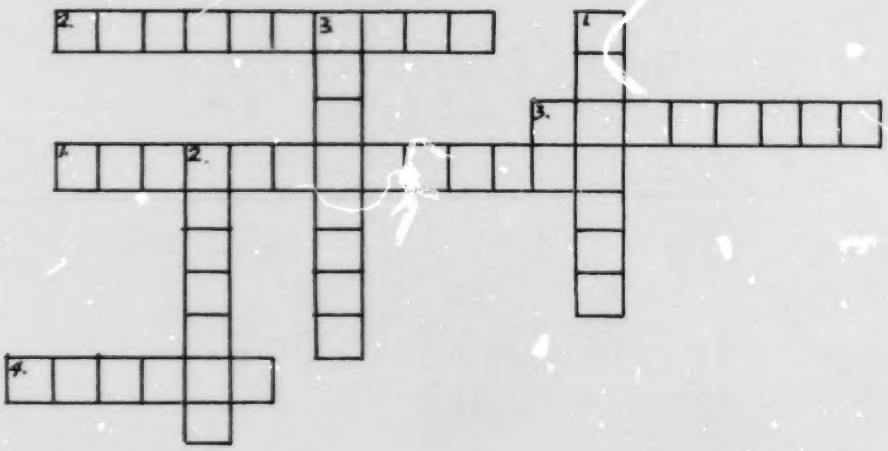
Work the following puzzle based on the background information:

Across

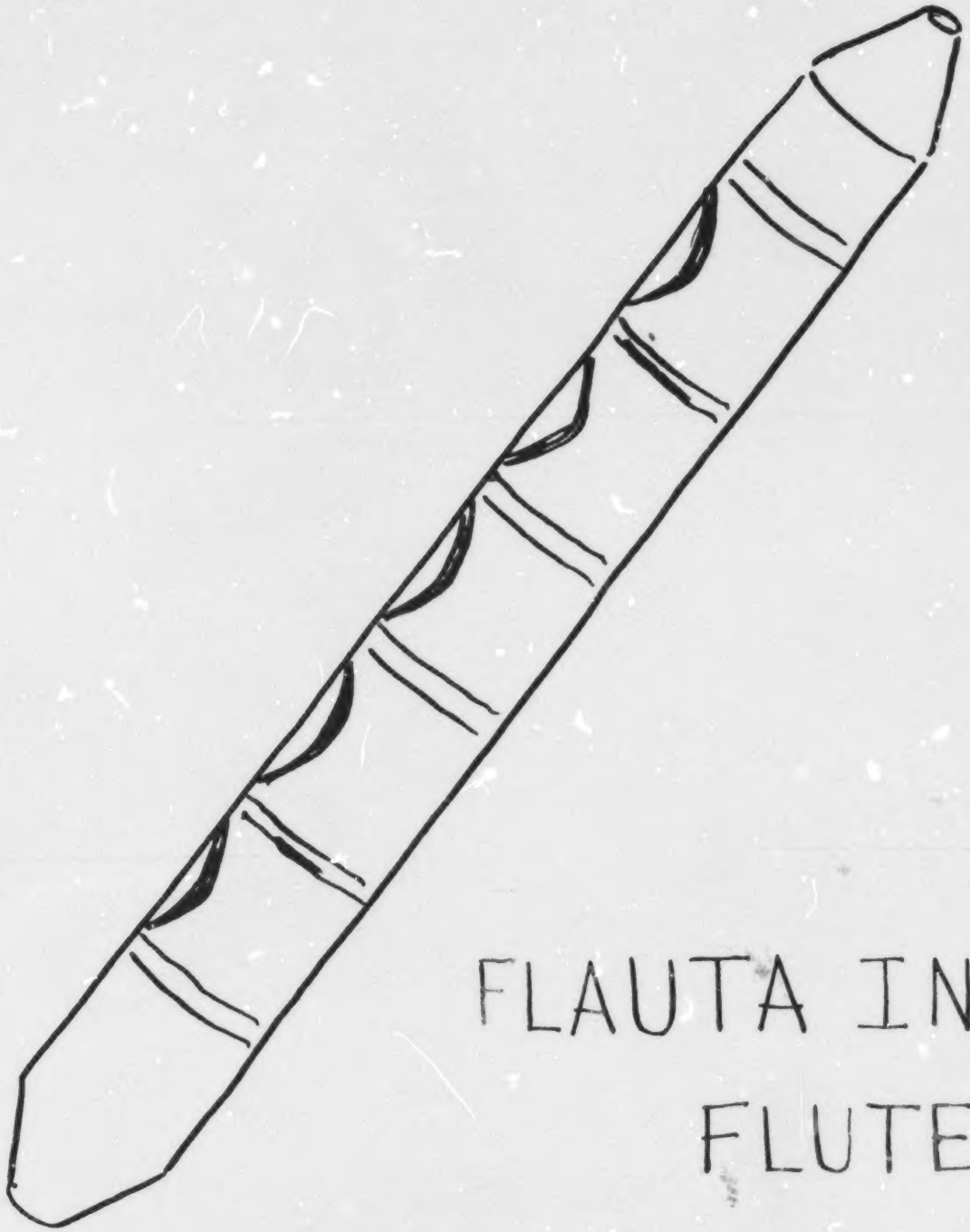
1. Flutes and trumpets are a basic part of _____ music.
2. An instrument associated with the folk music of northern Mexico.
3. These musicians received their name from playing at weddings.
4. This instrument plays a major role in the history of Mexican music.

Down

1. Introduced European music to the Americans.
2. Developed and learned to play vertical flutes.
3. Which instruments are vital to "mariachi" music?

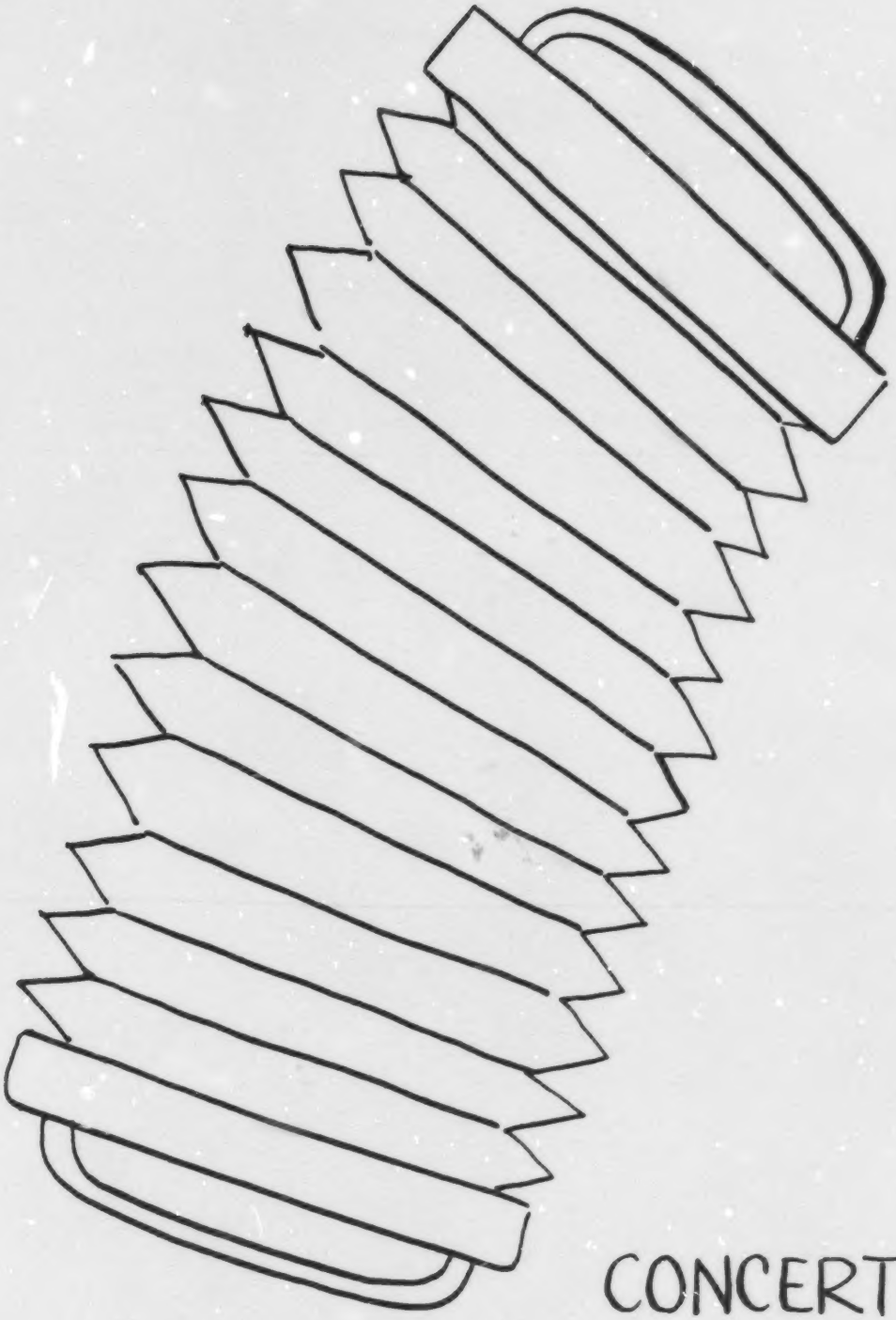


Color the following pictures.

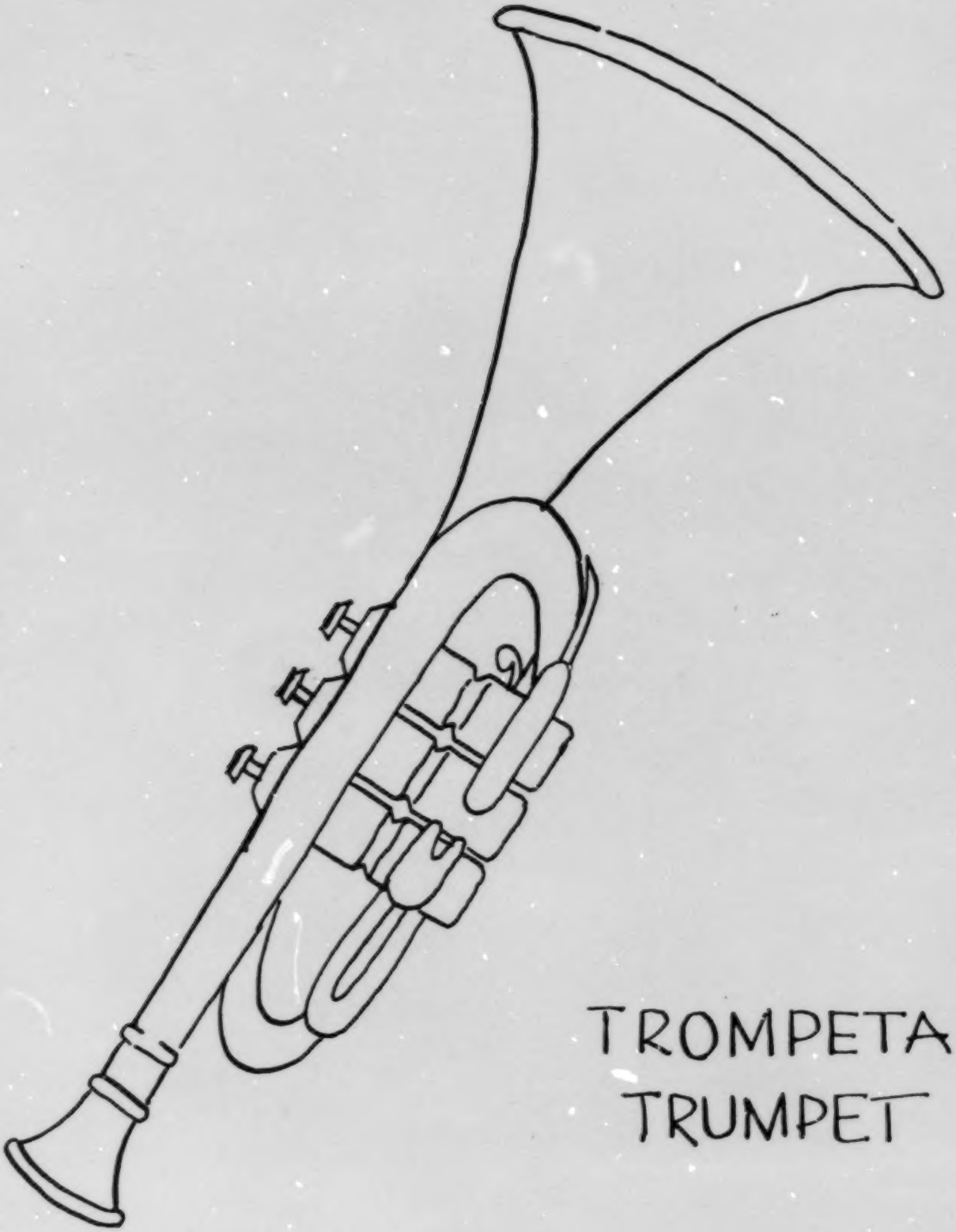


FLAUTA INDIA

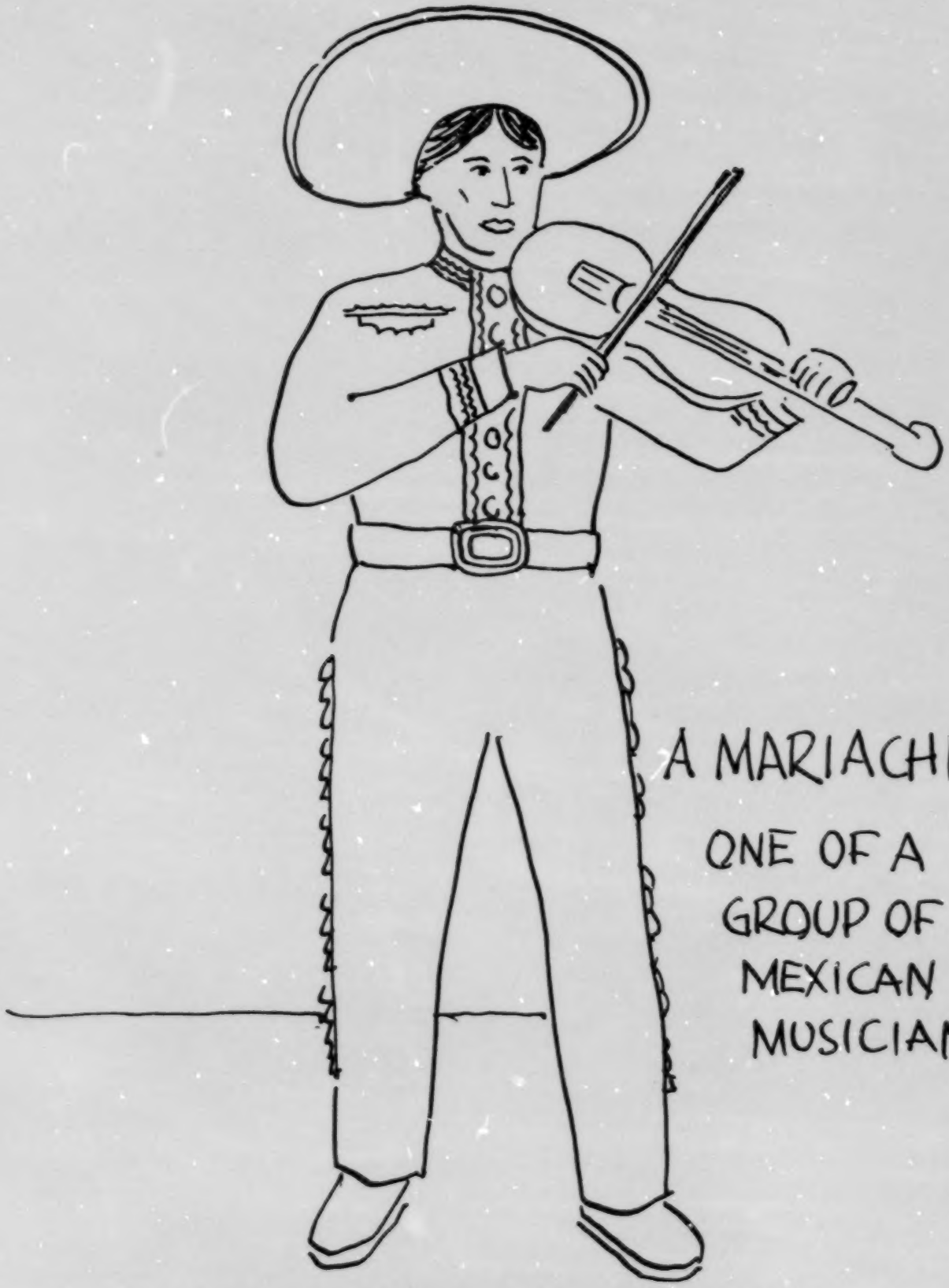
FLUTE



CONCERTINA



TROMPETA
TRUMPET



A MARIACHI

ONE OF A GROUP OF MEXICAN MUSICIANS

Draw a line from the musician tc his instrument.

BENITO JUAREZ

Level

Intermediate and Upper

Goals

To acquaint the student with the life history of Benito Juarez

To teach the student the importance of Benito Juarez to people of Mexican heritage

Objectives

Given the life history of Benito Juarez, the student will relate the story in his own words.

Given a map of Mexico, the student will point out the birthplace of Benito Juarez.

Given background information on Mexican history, the student will be able to explain the importance of Juarez's success in a short talk.

Given the history of Mexico's people, the student will explain the role of each ethnic group in history.

Given the materials, the student will make a banner depicting Juarez and a famous proverb.

Given the music and lyrics, the student will learn to sing the national anthem of Mexico.

Given a map of Mexico, the student will work related exercises.

Materials

collection of library books pertaining to Mexican history
construction paper
opaque projector
ditto copies
paste
scissors
butcher paper

Teacher Information

On March 21, 1806, Benito Juarez was born in the small village of Guelatao in the state of Oazaca (Wah-sah-kah), Mexico. He was a full-blooded Zapotecan Indian who was orphaned at the age of three. He was raised by his grandmother until he was 11 years old. At this age Benito, who was lacking in formal education and could speak only Nahuatl, an Indian language, set out to seek his fortune.

He was considered to be a good candidate for the priesthood; the Franciscan monk Antonio Salanueva helped prepare Benito by teaching him and then enrolling him in the seminary of Oaxaca. Here Benito studied Latin, philosophy, and theology. While still a student, he was appointed magistrate of Oaxaca and was launched into a political career. In 1834 he was elected congressional representative from Oaxaca.

Benito's desire to succeed led him to become a lawyer and a judge. Because of his humble beginnings, he could understand the problems of the Indians in Mexico. Much of his time was spent in trying to change laws and better their living conditions. Because of his attempts to help the Indians, Juarez was exiled to the United States. In New Orleans he and several other exiles worked together and succeeded in reentering the country.

In 1858 he was elected president, but was bitterly opposed by the rich landowners and the clergy, who did not want to give up their property to the Indians. While he was in office, a civil war broke out due to opposition against the new constitution. However, the laws he wrote during his administration are still some of the greatest laws ever written for poor people. Because of the civil war, Mexico was unable to repay huge sums of money which had been borrowed from France and England. In order to collect his debts, Napoleon III of France sent his soldiers and the Archduke Maximilian of Austria to rule Mexico. Archduke Maximilian entered Mexico City on June 12, 1864, as emperor, and he was a part of Napoleon's plan to conquer and rule Mexico.

Benito Juarez was forced into exile, and from afar he directed guerilla warfare against the French. In 1867, the capture and execution of Maximilian signaled the end of French rule, and Benito Juarez again became president. He governed until he died after a prolonged illness on July 18, 1872.

Mexicans considered Benito Juarez one of their national heroes. He was called the "Lincoln of Mexico" because, like Lincoln, who was responsible for the laws emancipating black people, Juarez spent his life working to better the lot of the Indians. He was renowned for the many good things he did for the people of Mexico, and he is still known as "Benemerito de las Americas," which means the "Worthy one of the Americas."

Juarez is especially remembered for having said "Among men, among cities, as among nations, respect for the rights of others means peace." Ban-

ners with these words in Spanish can be seen flying on March 21 throughout Mexico and in some Mexican-American communities.
"El respeto al derecho ajeno es la paz."

Procedure

Present the following vocabulary words, using such methods as matching, completion, multiple choice, riddles, acrostic, structural analysis, and puzzles, rather than solely employing the use of the dictionary.

administration	launched
archduke	magistrate
capture	Nahuate
clergy	opposed
congressional	orphan
constitution	political
emancipate	prolong
emperor	renowned
enroll	representative
execution	seminary
exile	signal
guerilla warfare	theology
humble	Zapotecan

*Note: The number of words from this vocabulary list to be used at one time is left to the teacher's discretion.

Display pictures of Benito Juarez or other famous Mexican persons.

Discuss the life story of Benito Juarez.

Relate the history of Mexico at the time of Benito Juarez.

Develop a skit representing events in the life of Benito Juarez.

Discuss ethnic groups, European influence on Mexico, famous historical figures (Napoleon, Maximilian, Father Salanueva).

Develop ideas for map study.

Display a map of Mexico and distribute copies.

Prepare materials for the banner-making project.

Display completed student-made maps and banners.

Present Spanish lyrics for the national anthem as a music exercise. (English translation is not for singing.) See page .

Obtain record or cassette of the Mexican national anthem and play it for musical appreciation.

Suggested Student Activities

Read life story of Benito Juarez.

Discuss history and ethnic groups of Mexico.

Report on various topics having to do with Mexican history and illustrious persons.

Color the states of Mexico on an outline map in different colors.

Learn the names of the states and their location.

Construct a banner according to the following directions:

Materials

butcher paper, 25½ x 11 inches
construction paper: one red sheet, 8½ x 11 inches
one green sheet, 8½ x 11 inches
mimeographed picture of Benito Juarez

Directions

Mount mimeographed picture of Juarez on the strip of butcher paper between the green and the red sheets to make a banner.

Print the quotation on the banner as shown.

Have the students draw a picture of Juarez for a classroom poster.

Use the banners and poster to decorate the classroom.

After listening to a record or cassette of the Mexican national anthem, sing the Spanish words on the following page.

Resources

Information and Materials to Teach the Cultural Heritage of the Mexican-American Child

(Write to) National Consortia for Bilingual Education, Education Service Center, Region XIII, 6504 Tracor Lane, Austin, Texas 78721.

National Anthem of Mexico

The anthem contains ten verses, but for school assemblies it is customary to sing only the first and last verses and the chorus.

Spanish Words: CORO

Mexicanos, al grito de guerra
el acero aprestad y el bridón,
y retiemble en sus centros la tierra
al sonoro rugir del cañon.

ESTROFAS

Ciña ¡Oh Patria! tus sienes de oliva
de la paz el arcángel divino,
que en el cielo tu eterno destino
por el dedo de Dios se escribió.

Más si osare un extraño enemigo
profanar con su planta tu suelo,
piensa, ¡Oh Patria! querida, que el cielo
un soldado en cada hijo te dió.
(CORO)

¡Patria! ¡Patria! tus Hijos te juran
exhalar en tus aras su aliento,
si el clarín con su belico acento
los convoca a lidiar con valor.

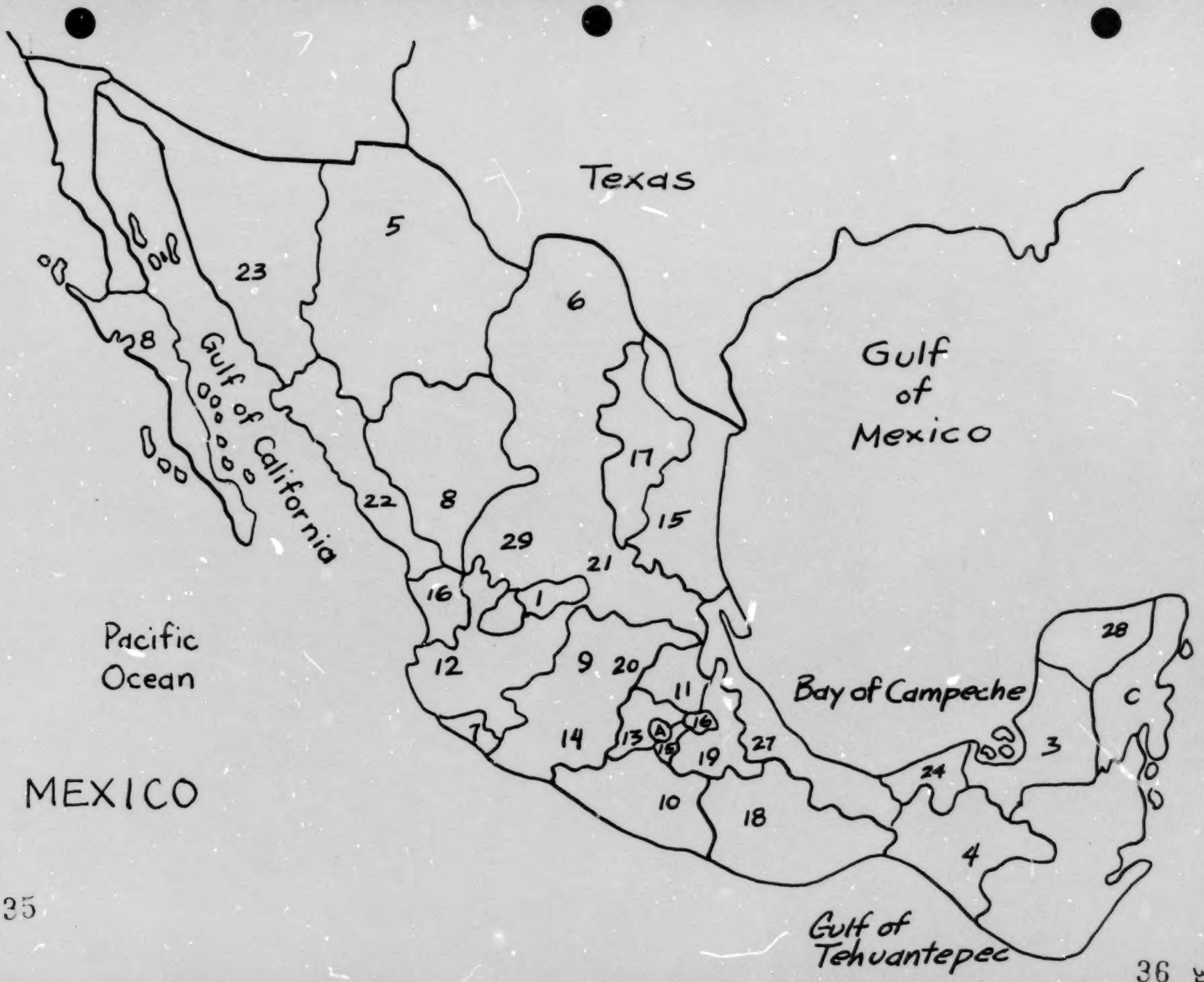
¡Para tí las guirnaldas de oliva!
¡Un recuerdo para ellos de gloria!
¡Un laurel para tí de victoria!
¡Un sepulcro para ellos de honor!
(CORO)

English Words:

Mexicans, at the cry of war
Make ready your sword and your horse.
Let the foundations of your land resound
To the sonorous roar of your canon.

Fatherland! Be crowned with olive branch
Of peace by the divine archangel;
For in heaven your eternal destiny
Was written by the finger of God

But if a foreign enemy dares
To profane your earth with his foot,
Consider, dear Fatherland, that heaven
Has given you a soldier in each son.


Texas
Gulf of Mexico
Gulf of California
Pacific Ocean
MEXICO
Bay of Campeche
Gulf of Tehuantepec
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
27
28
29
A
C

El Respeto Al Derecho Ajeno
Es La Paz

Benito Juarez

FLAG OF PUERTO RICO

Level

Primary, Intermediate, and Upper

Goal

To acquaint the student with the colors and symbols of the Puerto Rican flag

Objectives

Given a blank outline of the Puerto Rican flag, the student will color it appropriately.

Given a Puerto Rican flag, the student will explain the meaning of the colors and the stripes, star, and triangle.

Given a completion exercise, the student will correctly fill in the blanks.

Materials

flag of Puerto Rico
ditto with the outline of the Puerto Rican flag
red, white, and blue crayons or paints
a mimeographed completion exercise about the Puerto Rican flag

Teacher Information

The Puerto Rican Flag
(La Bordera de Puerto Rico)

While the seal of Puerto Rico represents its ancient Spanish heritage, the flag represents its American ties. The Puerto Rican flag was adopted by the Commonwealth Legislative assembly in 1952. The white star symbolizes Puerto Rico; the corners of the blue triangle, the legislative, executive, and judicial branches of the republican form of government. The three red stripes symbolize the blood that feeds these branches of government. The two white stripes symbolize the rights of man and freedom of the individual.

Flag of Puerto Rico

Procedure

Explain the symbolism of the flag.

Present the following completion exercise:

The _____ star symbolizes Puerto Rico.

The _____ stripes symbolize the blood that feeds the branches of government and the _____ stripes symbolize the rights of man and _____ of the individual. The _____ of the triangle symbolize the _____, _____, and _____ branches of the republican form of government.

Present the following poem to motivate the students:

The Beautiful Flag

Beautiful flag of my country
I love your colors.
Your blue, your white, and your red
Are more beautiful than the flowers.

Suggested Student Activities

Draw and color the Puerto Rican flag.

Answer questions orally or in writing concerning the colors and symbols of the Puerto Rican flag.

Resources

Conners, Robert E., and Haener, Donald R. Puerto Rico: An Island on the Move. Cooperstown, N. Y.: Discovery Enterprises.

Office of the Commonwealth of Puerto Rico. Puerto Rico U.S.A. Washington, D.C., 1969.

SEAL OF PUERTO RICO*

Level

Intermediate and Upper

Goal

To teach the student the meaning of the Puerto Rican seal

Objectives

Given a picture of the seal, the student will be able to interpret the meaning of the various symbols: lamb, book, flag, castles, and lions.

Given visuals, reading materials, and oral information on the use of the official seal of Puerto Rico, the children will be able to name two ways in which the seal is used.

Materials

picture of the seal

Teacher Information

Seal of Puerto Rico

The official seal or coat of arms was given to the island in 1511 by Ferdinand, the king of Spain, in his own name and that of the dead Queen Isabella, under whose colors Columbus discovered the Island of San Juan Bautista, now Puerto Rico.

The center is a round shield, light green in color, with a silver lamb resting on a red book. The lamb carries a staff with a white banner and is topped by a cross as seen in the emblems of Saint John the Baptist. There are also the initials F and I surmounted by gold crowns, a yoke above a cluster of arrows, and a motto reading "Joannes est nomen ejus."

In the white border there are two castles, two red lions, two banners, and two Jerusalem crosses. The silver lamb of Saint John stands for peace. The book on which the lamb rests represents the Bible. The white banner stands for peace among men. The initials F and I, each with its crown, represent Ferdinand and Isabella. The yoke is the emblem of Isabella, the cluster of arrows that of Ferdinand. The motto translates "John is his name."

---

*This model lesson may be used as a basis for the development of lessons on the official seal of the United States, of the state of Illinois, and of other countries of interest to the children.

The lamb and the motto are used because the whole island was originally called San Juan Bautista or Saint John the Baptist. In the border, the red lions represent Leon, the province of which Ferdinand was king; the castles represent Castile, of which Isabella was Queen. The crosses symbolize Spain's conquest of the Moors. The banners contain the emblems of León (two castles), of the Royal House of Aragon and Sicily (four gold bars on a red field with two black eagles superimposed), and Granada (an open pomegranate).

Seal: A symbol, drawing, or picture of a country, king, or organization that is the official mark of authority or ownership.

Procedure

Display the seal of Puerto Rico and point out the various symbols.
Define the meaning of each symbol.
Write the name of each symbol and its meaning on the board.

Display sample copies of letters and documents with the seal of Puerto Rico.
Help the children see the ways in which the official seal is used.
(Request from the Commonwealth of Puerto Rico in Chicago sample copies of letters, documents, or official invitations that have the seal of Puerto Rico.)

Suggested Student Activities

Name each symbol and explain its meaning.

Complete the following matching exercise:

1. ___lamb	a. Represents the Bible
2. ___book	b. Emblem of Isabella
3. ___F and I	c. Stands for peace
4. ___yoke	d. Emblem of Ferdinand
5. ___red lions	e. Ferdinand and Isabella
6. ___castles	f. Represent León, the province of Ferdinand
7. ___crosses	g. Represent Spain's conquest of the Moors
8. ___cluster of arrows	h. Represents Castile, the province of Isabella

Select one of the following topics for research, oral report, or composition:

Queen Isabella	Castile
King Ferdinand	Leon
Aragon	The Moors
	Saint John the Baptist

Resources

Connors, Robert E., and Haener, Donald R. Puerto Rico: An Island on the Move. Cooperstown, N. Y.: Discovery Enterprises, 1972.

HISTORY LESSON ABOUT ITALY

Level

Intermediate and Upper

Goal

To acquaint the student with some historical facts about Italy

Objectives

Given completion exercises, the student will fill them in with correct historical facts about Italy.

Given new vocabulary, the student will spell the words correctly.

Given the historical information, the student will retell it in his own words.

Given simple sentence patterns, the student will use the new vocabulary to formulate sentences of his own.

Materials

wall map of Italy
folk songs from Italy
music books

Teacher Information

Italy, that ancient land in South Central Europe, is one of the great wellsprings of Western culture. Here is where the Romans built the capital of their vast empire and where the Roman Catholic Church established its spiritual headquarters. It was in Italy in the fourteenth century that the Renaissance, or rebirth, of classical art, architecture, and philosophy began. It is also a country of lawmakers, builders, musicians, and scientists. In A.D. 80, Italians built the first skyscraper, the Colosseum, which visitors enjoy today. Italy is a treasure house of some of the world's greatest art and architectural and engineering masterpieces. It created theatres, villas, and aqueducts. Its carnivals and festivals are characterized by gaiety and pageantry.

The word Italy is very old. It first appeared in documents in the fifth century B.C.; at that time it referred to a small territory at the tip of the boot-shaped peninsula that extends into the Mediterranean Sea. Historians seem to think the name came from that of a legendary king, Italo. No matter what the derivation was, the name soon spread to include the whole peninsula. By about 100 A.D., the name designated a region, a dialect, and a culture. However, it was not until the mid-nineteenth century that its many separate nations on the peninsula were united into one nation. To this nation the ancient name of Italy was given.

Italy also includes many islands located along its coast. The largest of these is Sicily, situated in such a position that it looks as though it is being kicked by the big boot, Italy. Sardinia and Elba are two other large islands off the west coast. Altogether, about 70 smaller islands are scattered along the coast in the Adriatic and Tyrrhenian seas.

Italy's long seacoast is better known for its beaches and resorts than for its ports, of which only Genoa and Naples are important to international shipping. However, its location in the Mediterranean has been vitally important in shaping its history and culture.

Italy has come through wars and such other adversities as floods and earthquakes, but the beauty of the land and the people are the same. They have managed to preserve the tradition and culture of Italy so that people from all parts of the world can appreciate and enjoy them.

Procedure

Motivate the children by presenting a popular Italian song. Example: O Solo Mio, Santa Lucia, or one suggested by an Italian student.

Display a map of Italy.

Display pictures of historical sights of Italy.

Introduce new vocabulary from the following list. Select words according to the English proficiency of the students. Conduct a spelling bee, using these words:

adversity - a condition or experience of serious or continued misfortune; bad luck

aqueduct - an artificial channel for carrying flowing water from place to place; a ditch for carrying water

architecture - the art of making plans for buildings

classical - of or relating to works of enduring excellence of literature or art; excellent literature and art work which has been famous for a long time

designate - to mark or point out

pageantry - the presentation of an elaborate exhibition or spectacle; a presentation with much music and colorful costumes

peninsula - a piece of land surrounded by water on three sides

philosophy - the study of knowledge

Renaissance - the movement or period in Europe between the fourteenth and seventeenth centuries marked by a humanistic revival of classical influence in the arts and literature and by the beginnings of modern science; a rebirth of interest in art, literature, and science which began about 1300

republicanism - a form of government in which supreme power resides in a body of citizens entitled to vote and is exercised by elected officers and representatives responsible to them; a form of government carried out by the vote of the people

wellspring - a source of continual supply

villa - the rural or suburban residence of a person of wealth; a mansion

A.D. - Anno Domini; in the year of the Lord

Develop vocabulary exercises similar to the following examples.

Fill in the blanks with the following words:

pageantry	ancient	aqueducts
wellsprings	carnivals	colosseum
empire	spiritual	Renaissance
villas	architecture	philosophy

I. Italy, the _____ land in South Central Europe, is one of the great _____ of Western culture. Here is where the Romans built the capital of their vast _____ and where the Roman Catholic Church established its _____ headquarters. It was in Italy in the fourteenth century that the _____, or rebirth of classical art, _____, and _____ began. It is also a country of law makers, builders, musicians, and scientists. Italians built the first skyscraper in A.D. 80 - the Colosseum, which visitors enjoy today. Italy is a treasure house of the world's greatest art and architectural and engineering masterpieces. It has created theatres, _____, and _____. Its _____ and festivals are characterized by gaiety and _____.

II. Subjects

1. A _____ is land surrounded by water on three sides.
2. A _____ is a mansion.
3. An _____ is a ditch.

Duplicate, distribute, and discuss historical information with students.

Arrange for a native Italian to speak to the class about his hometown as he remembers it: its size, appearance, location, scenery, history, people, occupation, customs, and recreation. (This could be a student from your class or one from another class in the school.)

Develop an exercise in formation of plurals. Example: Give the plural of carnival, island, earthquake.

Develop an exercise in use of the past tense of to be. Example:

1. Italy _____ the wellspring of culture.
2. The first skyscraper _____ in Italy.
3. The carnivals _____ gay and colorful.

Suggested Student Activities

Listen to and/or sing a popular Italian song.

Use the vocabulary words in meaningful sentences.

Participate in discussion of the historical material presented.

Resources

Chicago, Board of Education. Ethnic Studies Process. Chicago: the Board, 1972.

Europe. "Italy." Lands and People series. New York: Grolier, 1972. Vol. 4.

The World Book Encyclopedia. "Italy." Chicago: Field Enterprises Educational Corp., 1972. Vol. 10.

ITALIAN FLAG AND COAT OF ARMS

Level

Primary and Intermediate

Goal

To acquaint the student with the meaning and appearance of the flag and the coat of arms

Objectives

Given the picture of the coat of arms, the student will explain the meaning of each symbol.

Given the picture of the Italian flag, the student will explain the history of the flag.

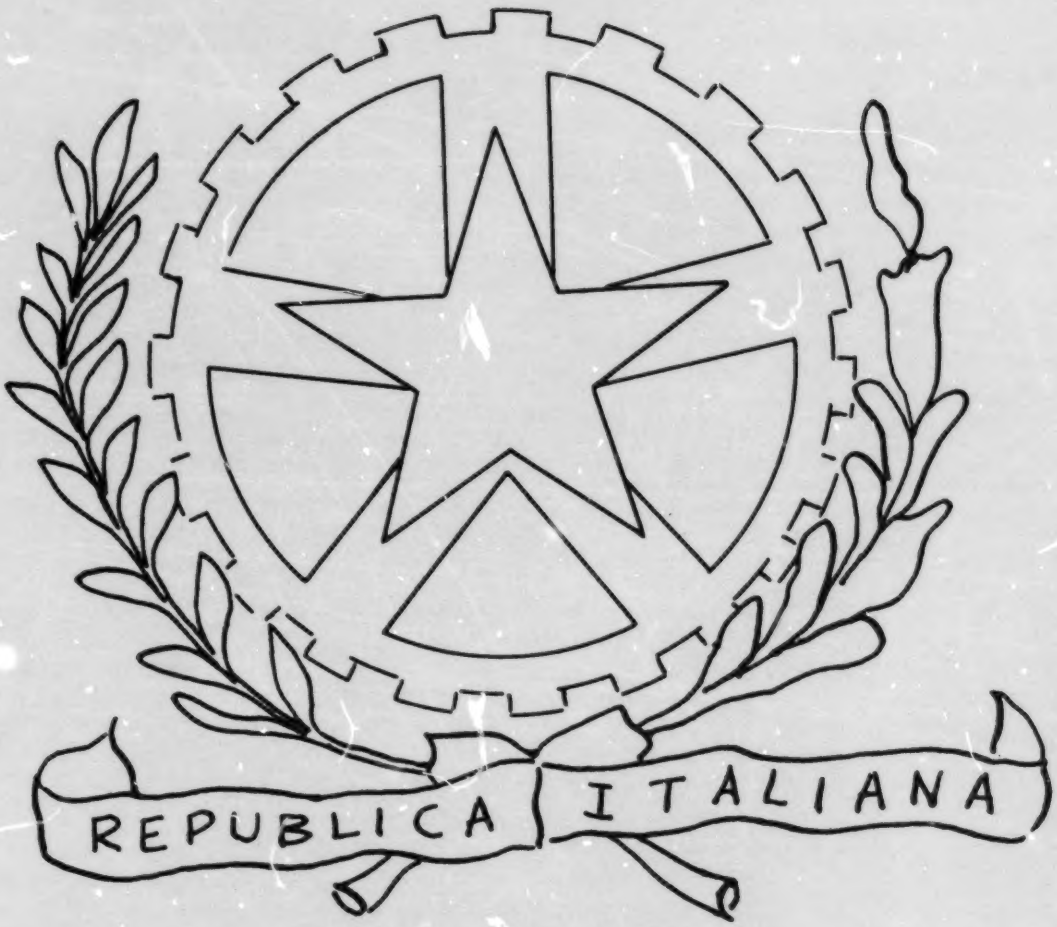
Given representations of the flag and the coat of arms, the student will be able to color outline pictures of them with 90 percent accuracy.

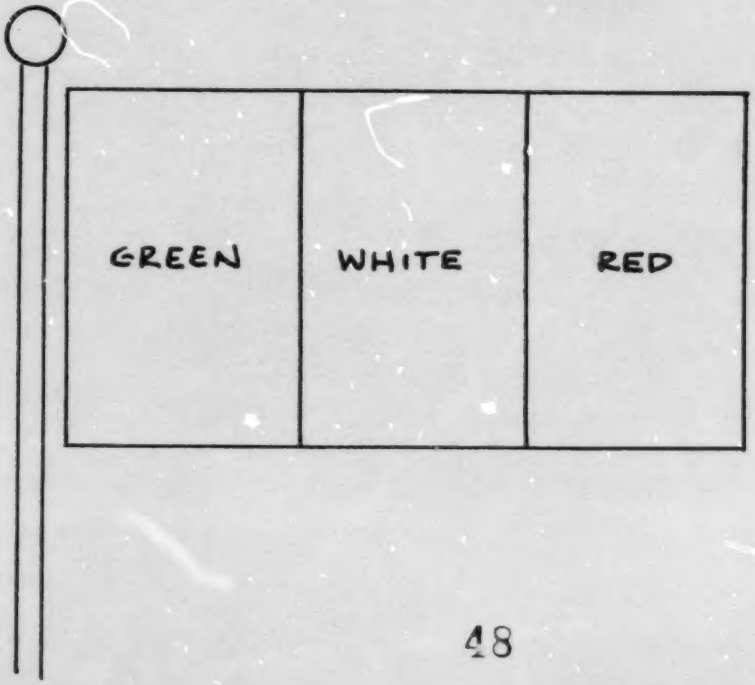
Given the materials and instructions on how to construct the flag, the student will construct one.

Given vocabulary exercises, the student will successfully complete them.

Materials

representation of the Italian flag
representation of coat of arms
construction paper, 9 x 12 inches
scissors
paste
paints or crayons
mimeographed copies of flag and coat of arms for coloring or painting
chalkboard for vocabulary exercises


REPUBLICA ITALIANA


GREEN
WHITE
RED

Teacher Information

The Flag

The Italian flag was adopted in 1870. It was first used in 1796 by Italians who supported Napoleon Bonaparte of France during a war against Austria. Napoleon designated that the flag should look like the French flag, but substituted green, his favorite color, for the blue of the French flag.

The Coat of Arms

Italy's coat of arms was established after the formation of the Italian republic in 1946. The star represents unity, the wreath of laurel and oak stands for republicanism, and the cogwheel is the symbol for industry. The country's name in Italian is printed on the ribbon.

Procedures

Display the flag of Italy and the coat of arms.
Develop vocabulary of the lesson.
Present corresponding vocabulary exercises.
Explain the history of the flag and the coat of arms.
Locate Italy, France, and Austria on a map.
Distribute copies of the flag, coat of arms, and short readings.
Prepare the materials to construct the flag.

Suggested Student Activities

Study the vocabulary in order to learn the meaning of the words.

Complete the vocabulary exercises.

Read materials distributed by the teacher.

Explain in your own words the meaning of the colors and symbols of the flag and the coat of arms.

Construct a flag. Cut strips of green, white, and red construction paper, each 4 in. by 9 in. Paste these strips on a piece of paper 9 in. by 12 in.

Color or paint the coat of arms in its appropriate colors: the cogwheel, gray; the star, white outlined in red; the laurel and oak leaves, green; the ribbon, red with white wording.

Color an outline drawing of the flag correctly.

Display the completed flags and coats of arms in conjunction with an appropriate holiday, such as Columbus Day, International Week, Pan American Day.

Define these words: wreath, laurel, republic, cogwheel, and oak.

Under a large representation of the flag of Italy, write three or four basic sentences about the flag.

Example: This is the flag of Italy. It was designed by Napoleon Bonaparte, a famous general. The colors of the flag are green, white, and red.

Change the following verbs from present tense to past tense, and group them according to their final sounds. Supplement this exercise with other familiar verbs.

id Sound	t Sound	d Sound
support(ed)	establish(ed)	use(d)
adopt(ed)	rush(ed)	design(ed)
designate(d)	brush(ed)	form(ed)
represent(ed)		
print(ed)		
substitute(d)		

Vocabulary

adopt	form	represent
Austria	France	republic
dogwheel	laurel	substitute
design	Napoleon Bonaparte	support
designate	oak	use
establish	print	wreath

GEOGRAPHY LESSON ABOUT ITALY AND SICILY

Level

Intermediate and Upper

Goal

To acquaint the student with some geographical facts about Italy and Sicily

Objectives

Given an outline map of Italy and Sicily, the student will fill in the names of the important cities, rivers, lakes, and mountain ranges.

Given the materials, the student will construct a contour map showing the correct topographical features of Italy or Sicily.

Given vocabulary words, the student will use them correctly in sentences.

Given the names of lakes and rivers, the student will learn to pronounce and spell them.

Materials

wall map of Italy
mimeographed outline map of Italy and Sicily
construction paper or thin cardboard
scissors
crayons or colored pencils
papier-mache
filmstrips on geography of Italy and Sicily
chalkboard
butcher paper
opaque projector

Teacher Information

Facts about Italy

Republic of Italy: Republica Italiana is the first official name of the country.

Capital: Rome

Location: Southern Europe. Latitude 36° 39' N. to 47° 06' N. Longitude 6° 37' E. to 18° 31' E.

Area: 116,303 sq. mi., or 301,225 sq. km.

Physical Features: Highest point: Gran Paradiso (13,323 ft.). Lowest point, sea level. Chief rivers: Po, Adige, Tiber, Arno. Major lakes: Garda, Maggiore, Como.

Population: 53,200,000 (approximate)

Language: Italian

Religion: Roman Catholic

Government: republic; head of state, president; head of government, prime minister; legislature, chamber of deputies and senate. International cooperation: United States, European Economic Committee (EEC), North Atlantic Treaty Organization (NATO)

Chief Cities: Rome, Milan, Turin

Economy: Chief minerals: sulfur, mercury, marble, oil, and natural gas; chief agricultural products: wheat, sugar, beets, potatoes, maize, tomatoes; industries and products: textiles, chemicals, automobiles, machinery, motor vehicles, plastics, petroleum by-products; chief imports: maize, wood, wool, scrap metal, coal, petroleum, raw oils, meat, paper, rolled iron and steel, copper.

Monetary Unit: Lira

National Holiday: July 2, Proclamation of the Italian Republic

National Anthem: Fratelli d'Italia ("Brothers of Italy")

Sicily

Sicily, in addition to being the largest of Italy's islands, is the most populous of all the Mediterranean islands. It is mountainous and known for its magnificent scenery, fine climate, and mineral wealth. Palermo is Italy's sixth largest Italian city, the capital of Sicily, and the seat of the regional government.

The outstanding landmark of Sicily is Mt. Etna, the highest active volcano in Europe. A trip to the edge of the volcano's main crater can be made by cable car, then by jeep, and, finally, for the last few yards, on foot. Upon reaching the top of Mt. Etna, one sees a stunning view of the island, the surrounding sea, and the crater itself. Its first recorded eruption took place in 457 B. C. At this time the island was colonized by the Greeks.

Many Greek legends center their action in Sicily and nearby islands. At one time the islands of Sicily were used as detention centers for political prisoners, but today they are better known for their scenery and as a unique place to go skin diving because of the unusually clear water and dramatic underwater caves.

Procedure

Present a film or filmstrip dealing with Italy and the Italian people.

Display a map of Italy.

Point out Italy's location in relation to the rest of the world, using a globe or wall map.

Distribute outline maps of Italy, and have students name important rivers, cities, lakes, and mountain ranges.

Display pictures of imports and exports, and help the students become familiar with each one through oral discussion.

Introduce new vocabulary, choosing words according to the English proficiency of the students and writing on the chalkboard sentences or phrases from the lesson in which the new words are used.

Teach the meaning of the new words through oral discussion, reading of the sentences and phrases on the board, and dictionary work.

Have the students make their own dictionaries.

Develop vocabulary and sentence structure exercises.

Divide class into three groups for map-making project:

Group 1. Papier mache contour map
Group 2. Product map
Group 3. Puzzle map of Italy
(Construct a map of Italy, cut it apart in puzzle form, and interchange puzzles with other students to put together again.)

Administer short spelling tests of the vocabulary words that the students understand and can use in oral sentences.

Suggested Student Activities

View a film or filmstrip on Italy and be able to discuss it.

Locate Italy and Sicily on the map.

Point out important cities, rivers, lakes, and mountain ranges.

Complete vocabulary exercises.

Use new words in meaningful sentences.

Copy the words in the following list from the chalkboard and place each word under one of these headings: mineral, vegetable, proper noun.

Adige	Maggiore	proclamation
agriculture	maize	Rome
Arno	marble	sulfur
Como	mercury	Tiber
Garda	Milan	tomatoes
Gran Paradiso	petroleum	tourism
lira	plastics	Turin
machinery	Po	vegetables

Show which words in the following list are similar in meaning by placing the letters from one column next to the correct numbers in the other column.

_____ 1. marble	a. corn
_____ 2. petroleum	b. money
_____ 3. maize	c. stone
_____ 4. lira	d. oil
_____ 5. tourism	e. traveling

Complete each sentence by underlining the correct ending.

1. Palermo is a city in—
   a) Italy b) Sicily c) Messina

2. The Tiber is a—
   a) city b) state c) river

3. Italy is shaped like a—
   a) football b) boot c) triangle

4. The highest point in Italy is—
   a) Gran Paradiso b) Florence
   c) Lake Maggiore

Pretend you are a travel agent and prepare an illustrated travel brochure of a trip through Italy or Sicily which would appeal to a present-day tourist.

Write in the names of important cities, rivers, lakes, and mountain ranges on the outline map.

Participate in a project constructing a map.

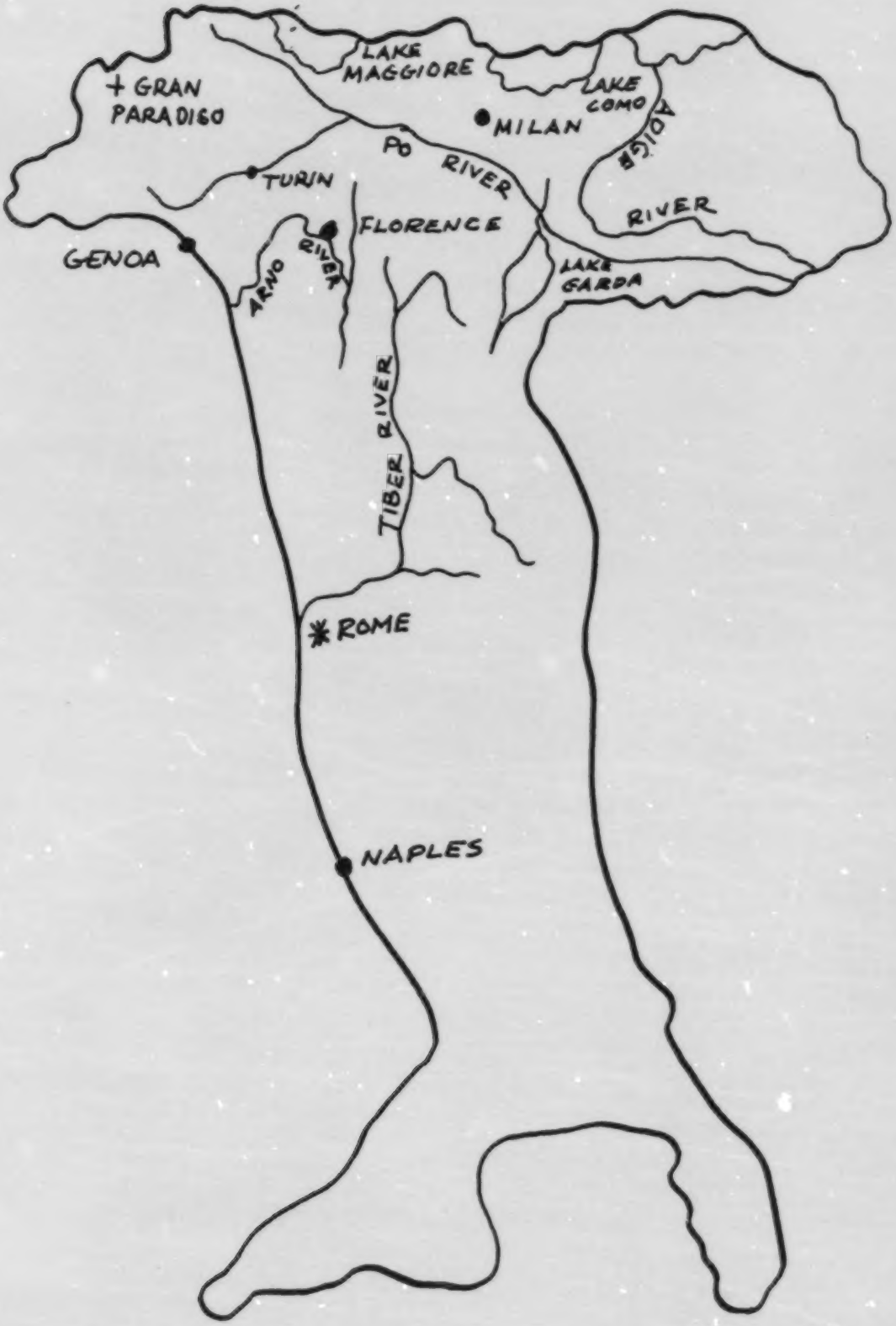
Resources

Chicago, Board of Education. Ethnic Studies Process. Chicago: the Board, 1972.

Europe. "Italy." Lands and People Series. New York: Grolier, 1972. Vol. 4.

The World Book Encyclopedia. "Italy." Chicago: Field Enterprises Educational Corp., 1973. Vol. 10.

ITALY


+ GRAN PARADISO
LAKE MAGGIORE
LAKE COMO
ADIGE
MILAN
PO RIVER
TURIN
RIVER
FLORENCE
GENOA
ARNO RIVER
LAKE GARDA
TIBER RIVER
ROME
NAPLES

SICILY

MESSINA
PALERMO
TRAPANI
MARSALA
SALSO RIVER
SIMETO RIVER
CATANIA
SYRACUSE

RHYTHM INSTRUMENTS

Level

Primary and Intermediate

Goal

To acquaint the student with rhythm instruments used in Hispanic music

Objectives

Given pictures of the instruments, the student will identify them.

Given the instruments, the student will name them in Spanish and English.

Given exercises related to the instruments, the student will complete them correctly.

Given descriptions of the instruments, the student will describe them in his own words.

Given vocabulary exercises, the student will practice using the names of the instruments.

Materials

actual instruments; if not available, representations
ditto of instruments for coloring
crayons or paints
pear-shaped balloons, empty cartons, or juice cans
papier mache mix (newspaper, flour, and water)
scissors
construction paper
beans

Teacher Information

Rhythm Instruments

Castanets – an instrument used especially by dancers that consists of two small ivory, wood, or plastic shells fastened to the thumb and clicked together by the fingers. The Spanish word is castanuelas.

Rhythm sticks – two sticks used as rhythm instruments—each about six or seven inches long, one held in the left hand, the other in the right, and hit against each other. In Spanish they are called claves or palillos.

Maracas –

dried gourds or rattle-like gourds containing dried seeds or pebbles which are used as percussion instruments. The same word is used in Spanish and English to describe the instrument.

Gourds –

an instrument made from the dried fruit similar to the shape of a cucumber or made from wood in that shape. It is hollow inside and has ridges on its surface over which a stick or fork-like instrument is rubbed. In Spanish this instrument is called a <u>guiro</u> or <u>guicharo</u>.

Tambourine –

a shallow, one-headed drum with loose metallic disks at the sides played by shaking, striking with the hand, or rubbing with the thumb. The Spanish word for this instrument is <u>panderta</u>.

Guitar –

although not strictly considered a rhythm instrument, but most popular in Spanish countries, is the guitar. It is a flat-bodied, stringed instrument with a long fretted neck, usually with six strings plucked with a plectrum or with the fingers. In Spanish the word is <u>guitarra</u>.

<u>Directions for Making Maracas</u>

Cut newspaper into strips.
Mix flour and water solution.
Inflate balloons.*
Saturate strips of paper in flour and water solution and wrap them around the balloon. Smooth strips.
Shape into form of maraca (see picture).
Leave opening big enough to allow for beans or corn kernels.
Allow forms to dry and harden.
Puncture balloon and insert beans.

Close opening.
Decorate colorfully.
Use maracas to accompany songs.

* Empty milk cartons or juice cans may be substituted for balloons. These may be covered with construction paper.

<u>Procedure</u>

Display rhythmical instruments or pictures of them.
Demonstrate the sounds made by the instruments.
Play a musical selection which uses these instruments.
Have the students identify the rhythmical instruments used in the musical selection.
Teach the pronunciation and spelling of the names of the musical instruments in English and Spanish.

Distribute pictures for coloring. (See end of unit.)
Distribute vocabulary and background information activities and have the students complete them.
Prepare materials for constructing musical instruments.

Suggested Student Activities

Listen to the sounds of the instruments.

Differentiate between the various sounds.

Listen to a musical selection.

Identify which rhythmical instruments are used in this selection.

Learn to pronounce and spell the names of the instruments in English and Spanish.

Color pictures of the instruments.

Construct instruments.

Draw a picture of an instrument.

Complete the following background information exercises:

1. Unscramble these words and you will find the names of the rhythm instruments used to accompany Spanish music:

   A. BETNAMRUOI
   B. ACARMSA
   C. SKICTS
   D. ROUGDS
   E. TENSACTAS

2. Choose the correct answers; circle them.

   A. Latin music is a mixture of rhythms from the following cultures:

      American Indian Italian

      African Greek Spanish

   B. The most popular instrument used to accompany Spanish music is the

      trumpet guitar violin

C. These instruments were originally made from dried plants:

castanets maracas tambourine gourds

D. You need nimble fingers to play this instrument:

tambourine sticks castanets

E. This instrument is related to the drum family:

maracas castanets tambourine

Complete the following vocabulary exercise:

Match the English word with its corresponding Spanish word.

1._____ sticks	a. guitarra
2._____ tambourine	b. claves or palillos
3._____ gourds	c. maracas
4._____ maracas	d. pandereta
5._____ castanets	e. guiros or guicharos
6._____ guitar	f. castanuelas

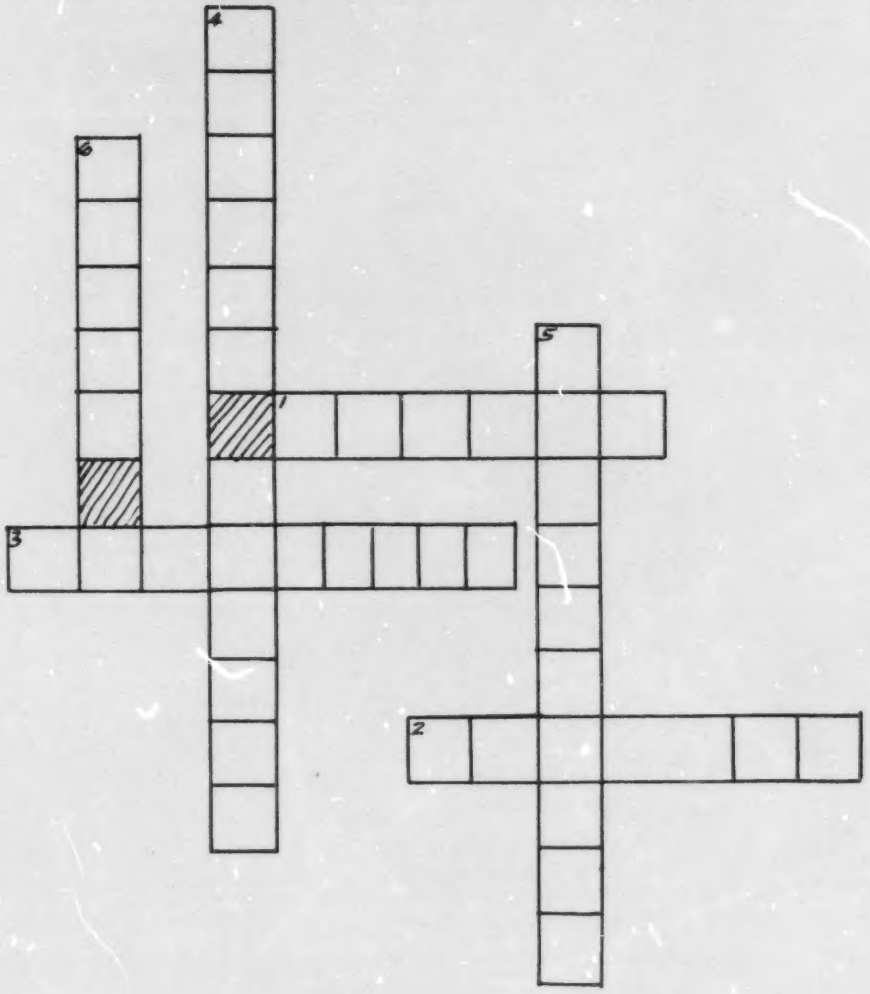
Work the following puzzle based upon the vocabulary words:

Across

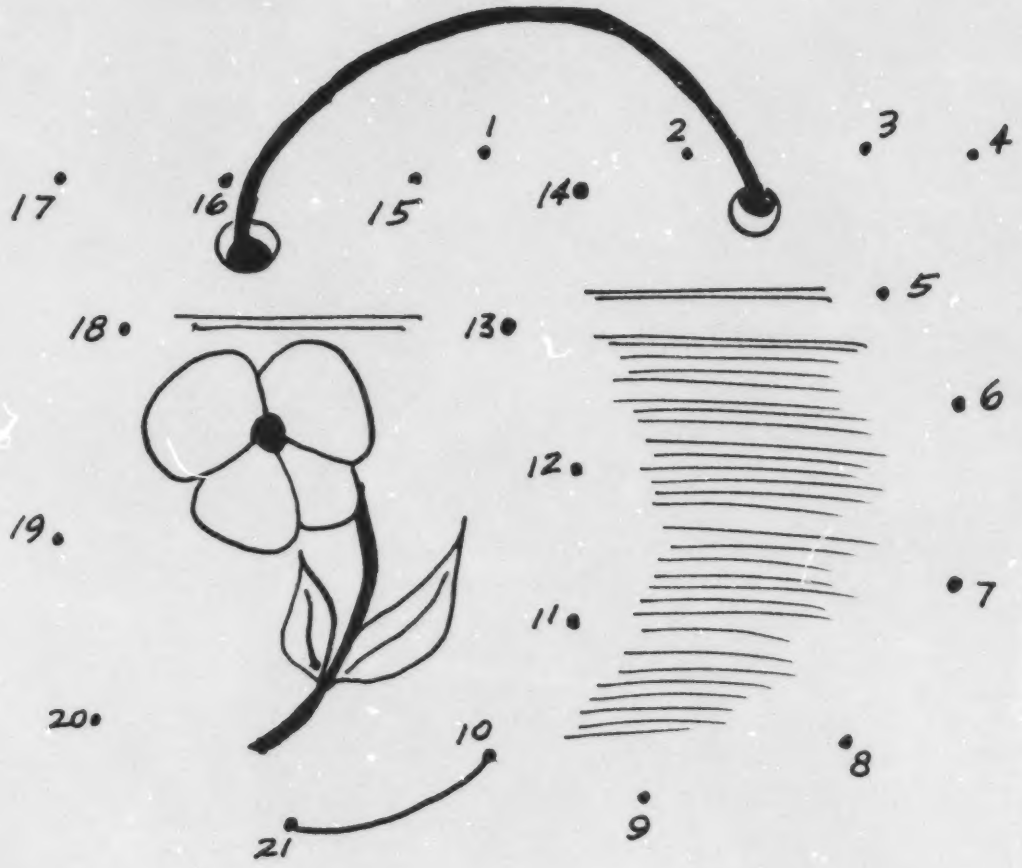
1. The most popular instrument in Spanish countries
2. The name of this instrument is the same in Spanish and English.
3. This instrument is fastened to the thumb and clicked together by the fingers (plural).

Down

4. These instruments are six or seven inches long and are played by hitting one against the other.
5. A drum-like instrument with loose metallic disks at the sides
6. An instrument made from a hollowed-out dried fruit and played by rubbing a stick over it.



Follow the dots. Complete the picture of the rhythm instrument.

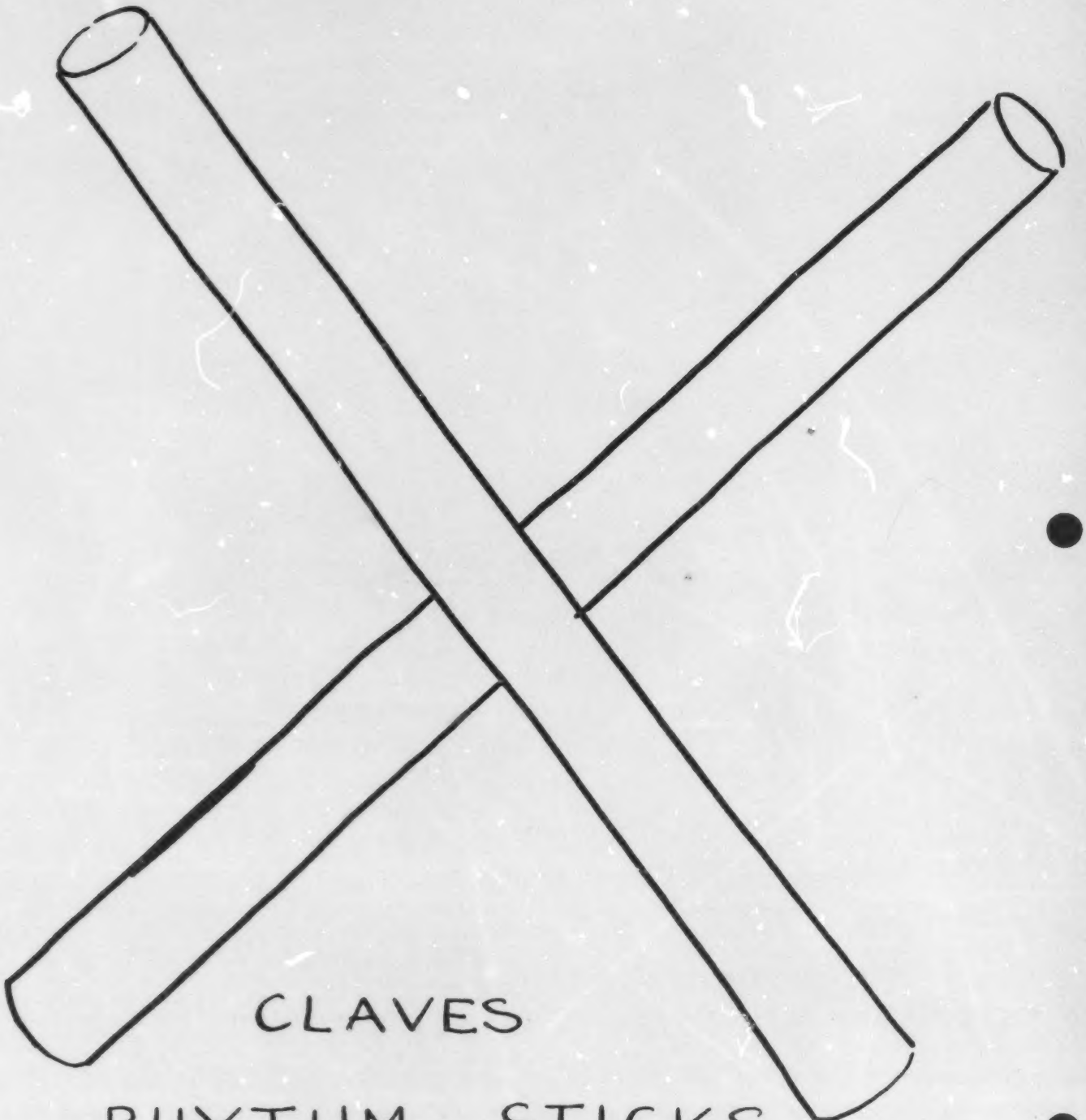


Resources

Assorted recordings of Latin American folk dances

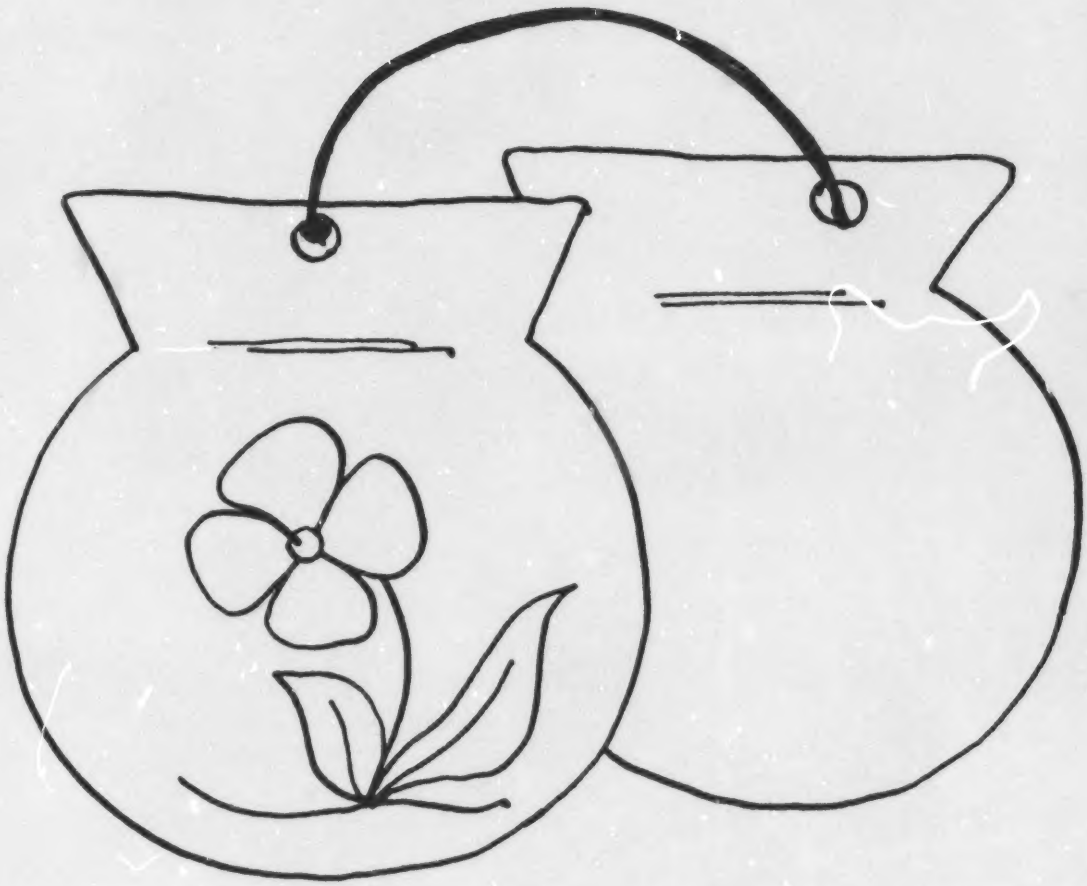
Color the following instruments with bright colors.

MARACAS

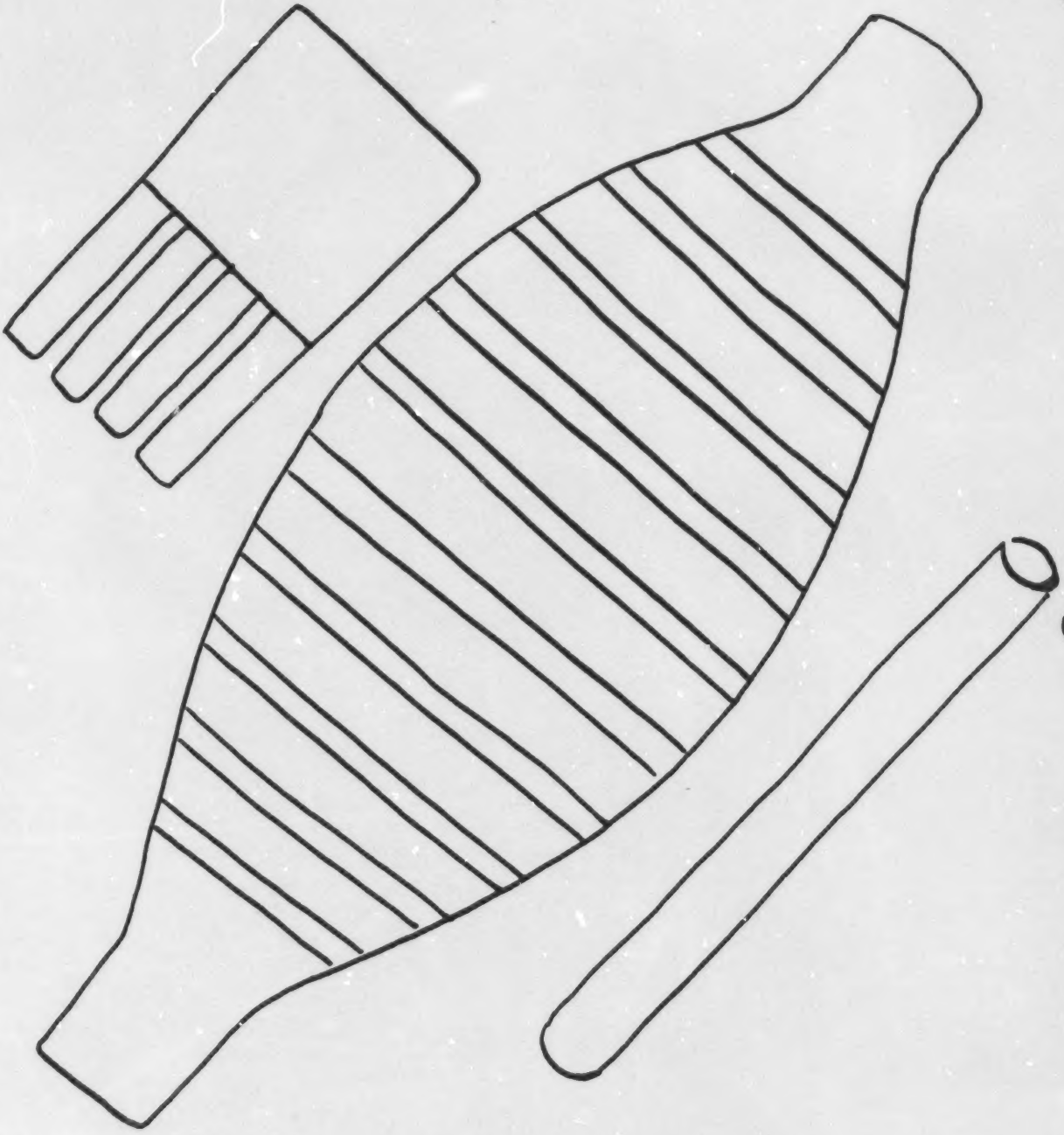


CLAVES

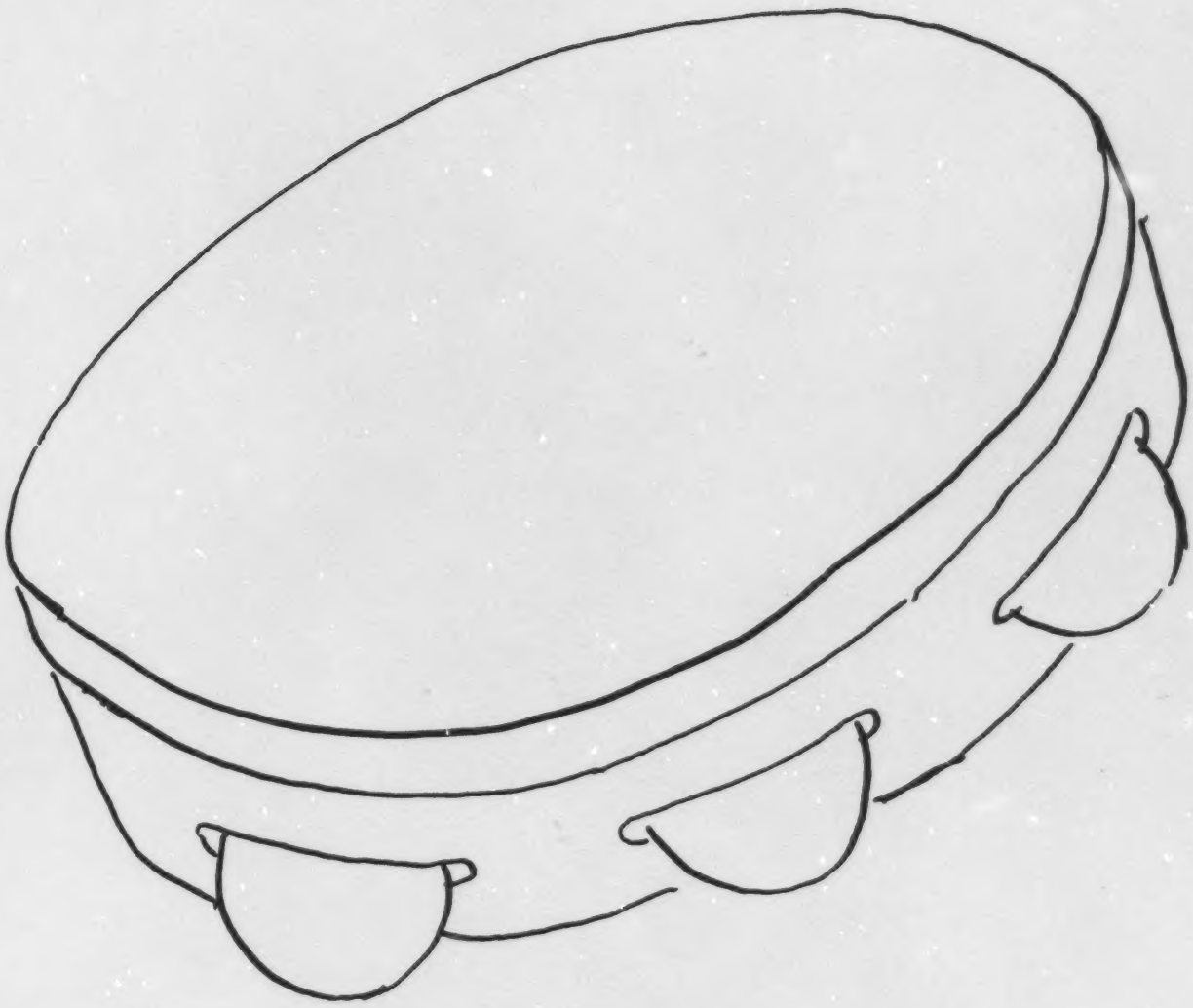
RHYTHM STICKS



CASTAÑUELAS
CASTANETS



GÜIRO
GOURD



PANDERETA

TAMBOURINE

GUITARRA

GUITAR

PRESENTATION OF THE SONG "EL COQUI"

Level

Intermediate

Goal

To introduce the student to Puerto Rican music through the traditional folk song "El Coquí"

Objectives

The student will learn the history of the song "El Coquí."

The student will learn the music and words of the song in two languages.

The student will song the song in two languages without the assistance of the teacher.

Materials

mimeographed copies of the song in Spanish and English
cassette tape and cassette player

Teacher Information

The Music of Puerto Rico

The earliest expression of Puerto Rican music was probably the song of the coquí (small frog that lives only in Puerto Rico). The sound it makes at night is "coquí, coquí, coquí." It was probably living on the island when the Indians arrived in Puerto Rico from Florida and the coasts of South America (Venezuela). Tourists who visit the island will always remember "El Coquí."

El Coquí

Coquí, coquí, coquí
Coquí, quí, quí,
En el jardin de mi
casa, entre el espeso
follaje, una ranita se
esconde y canta su
serenata.
Coquí, coquí, coquí, quí
Parece que esta de
fiesta
Coquí, coquí, coquí, quí
Que lindo canta
el coquí.

Coquí, coquí, coquí
Coquí, quí, quí,
Among the beautiful
flowers, among the trees
in the garden, a little
frog is now hiding,
singing to us very
gladly.
Coquí, coquí, coquí, quí
It seems like he's
really happy.
Coquí, coquí, coquí, quí
How sweetly sings the
coquí.

Procedures

Present a brief history about the coquí frog.
Write the song "El Coquí" on the board or distribute mimeographed copies.*
Teach new vocabulary words.
Read one line at a time and have the students repeat until the words have been mastered.
Have the children listen to the music of the song.*
Sing one line at a time and have students repeat.
Sing the entire song.
Use the same procedure to present the song in the second language.

Suggested Student Activities

Sing the song in two languages.

Present the song for an assembly after a brief introduction on the history of the coquí.

*Obtain a tape recording of the music from the Area Bilingual Education Resource Centers.

PRESENTATION OF A BIOGRAPHY

Level

Intermediate and Upper

Goals

To introduce the student to the procedure involved in locating a biography in the library

To acquaint the student with a format for an oral or written report of a biography

Objectives

Given instruction on how to find a biography, the student will locate an assigned book in the library.

Given an assignment to read a biography about an outstanding personality, the student will list important facts about the person's life.

Given the assignment to read a biography, the student will orally present a report.

Given the format for a report, the student will write a brief report.

Given new vocabulary in context, the student will be able to use it in meaningful dialogue.

Given instruction on how to form the plural of discrete nouns, the student will be able to write the plural forms of a list of nouns.

Materials

information sheet on the arrangement of the library in relation to biographies

filmstrip series Using the Library, Ency. Britannica Films, Inc.

poster explaining the Dewey Decimal System

Teacher Information

Biographies are true stories about real people, both living and dead. Collective biographies contain stories about the lives of several people; an individual biography is the story of the life of only one person.

Collective biographies are in the 920 class and are shelved alphabetically by the first letter of the author's last name.

Individual biographies are listed with a number 92 or the letter B. They are shelved alphabetically under the first letter of the last name of the person about whom the book is written.

Biographical dictionaries are among the library's important special reference books. The biographical dictionary contains information about many of the world's outstanding people. There is an alphabetical list in the front of the biographical dictionary to explain the abbreviations used.

Dewey Decimal System

000-099-General Work (encyclopedias, bibliographies, periodicals, journalism)

100-199-Philosophy, Psychology, Ethics (conduct)

200-299-Religion and Mythology

300-399-Social Sciences (economics, sociology, civics, law, education, vocations, customs)

400-499-Philology (language, dictionaries, grammar)

500-599-Science (mathematics, astronomy, physics, chemistry, geology, paleontology, biology, zoology, botany)

600-699-Useful Arts (medicine, engineering, agriculture, home economics, business, radio, television, aviation)

700-799-Fine Arts (architecture, sculpture, painting, music, photography, recreation)

800-899-Literature (novels, poetry, plays, criticism)

900-999-History, Geography, Biography, Travel

92 - Individual Biographies
B - Individual Biographies
920 - Collective Biographies

Procedure

Prepare vocabulary flash cards.

Drill vocabulary words in meaningful situations.

Conduct a field trip to the public library.

Point out the sections in which the biographies are located.

Explain the numerical system for categorizing biographies.

Instruct each child to select a biography from a given list to withdraw from the library.

Instruct the students to read the biography.

Discuss with the children the experience of going to the public library.

Administer a brief written quiz based on the location of specific biographies.

Make up a list of books and have the students tell in what section of the library each book would be found.

Distribute the guide questions to be answered about the biography in the oral or written report.

Make and present an exercise to reinforce the vocabulary.

Appoint bilingual students as tutors for the non-English speakers.

Construct, or have a student construct, a poster depicting the numerical arrangement of the Dewey Decimal System.

Present to the students sample reports following the format.

Display written reports.

Evaluate the reports according to the guide questions.

Prepare a bulletin board display of famous persons*, such as the following:

Enrico Caruso
Fidel Castro
George Chakiris
Cesar Chavez
Roberto Clemente
Jose Feliciano
Guiseppe Garibaldi
Benito Juarez
Alex Karras
Jose Marti
Rudolph Valentino

*These are just a few suggestions. Other names relevant to your students may be added.

Suggested Pupil Activities

Prepare a written report which supplies the following information:

List the name, the date of birth, and the town and country where the person was born.

List at least three important events in the person's life.

What did the person do that made him famous?

What difficulties did the person have to overcome before he became famous?

What did this person contribute to society?

Did the person become famous at home or did he have to travel far away from home?

Was there any part of the person's life which was similar to yours? If so, explain.

Present an oral report according to the guidelines of the teacher. Develop a file of reference books, such as encyclopedias and biographical dictionaries, giving the name, volume, and pages on which information can be found concerning a famous person.

Report to the class in which section of the library one would find the books on the teacher's list.

Study the vocabulary listed below, using the words in sentences to show the meaning; other words may be added.

author
biography
collective
Dewey Decimal System
dictionary
individual
reference
title

Complete the following vocabulary exercises:

1. A biography is a story about —
   a) sports b) famous person c) an animal

2. An author is a person who —
   a) cooks meals b) teaches children c) writes a book

3. The title is the name of —
   a) book b) place c) flower

Form the plurals of the following words:

reference	title
dictionary	biography

Resources

FILM

"Using Special Reference Books." Using the Library. Ency. Britannica Films, Inc., 1963. 15 min. Color.

USE OF AN ACROSTIC

Level

Primary and Intermediate

Goal

To teach facts about Puerto Rico, using an acrostic

Objectives

Given the vocabulary for the acrostic sentences, the student will define the word.

Given a letter from the name Puerto Rico, the student will recite a fact related to the letter.

Materials

construction paper, 9" x 12"
scissors
paste
stencils
magic markers or crayons

Teacher Information

P uerto Rico can be found in the Caribbean.

U nited States flag waves alongside the Puerto Rican flag.

E nchanted island

R acial composition is Spanish, African, and Indian.

T he people speak Spanish and English.

O fficial seal was given by King Ferdinand.

R ectangular is its shape.

I s a commonwealth, or associated free state.

C apital is San Juan.

O fficial anthem: La Borinquena

Procedure

Develop the following vocabulary:

Carribbean Sea area—	the section near the northern coast of South America
racial composition—	races that make up a country
commonwealth, or associated free state—	a political unit having local autonomy but voluntarily united with another country by a common allegiance

Write phrases or sentences for the letters of the name Puerto Rico on the chalkboard.
Recite sentences one at a time with the children repeating.
Assign sentences to the students for memorization.
Prepare materials for the students to make the letters of the name Puerto Rico.

Suggested Student Activities

Work vocabulary exercises.

Memorize a selected sentence.

Construct a letter and write the sentence on the reverse side.

Present the acrostic in front of the class or in an assembly.

USE OF A CULTURE CAPSULE

Level

Intermediate and Upper

Goal

To present the student with a cultural concept from his own background which he can contrast with that of another culture

Objectives

Given a list of characteristics, the student will relate them to the appropriate culture.

Given a real-life situation from another c ulture, the student will contrast it with his own experience.

Teacher Information

Child-rearing traditions vary from region to region, but there are some similarities. In all social classes, obedience and respect are the most prized qualities in children. The greatest thing a child can say to his father is that he respects him.

The sexes are strictly separated. Young girls are kept fully clothed, near the home, and supervised. Boys are not always so closely supervised and can wander about more freely.

The mother supervises and is responsible for the well-being of the children. The father makes final decisions and determines punishments.

The girls' roles are easier than the boys' because they are expected to be loving and obedient. Fathers can readily show love for girls, but showing too much love for boys is supposed to create weaklings. Boys are expected to be obedient and show respect. At the same time, they have to develop agressiveness and independence.

Parent-child relationship also is affected in the new environment (U.S.A.). Often the children have a better command of English than the parents; as a result, children assume a major role in relations between the family and the community.

Puerto Rican children are generally sensitive in interpersonal and group situations.

Procedure

Write on the chalkboard specific characteristics of the Latin child. Discuss these characteristics with the students.

Suggested Student Activities

Select one characteristic from the list that relates to a personal experience and write a short composition about it.

Divide into small groups and write brief dialogs based on the listed characteristics and personal experiences.

Act out the dialogs for the class.

Constructively criticize the presentations.

Interview a member of the family or a friend concerning personal experiences in relation to the list of characteristics.

Report orally and discuss the results of each interview.

Resources

Fitch, Bob, and Fitch, Lynne. Soy Chicano. Minkato, Minn.: Creative Educational Society, Inc., 1970.

Johnson, Henry Sioux, and Hernandez, William. Educating the Mexican American. Valley Forge, Pa.: Judson Press, 1970.

Kesselman, Wendy. Angelita. New York: Hill & Wang, Inc., 1970.

Puerto Rican Commission on the Status of Puerto Rico. Puerto Rico: An Essay in the Definition of a National Culture. A report prepared for the United States by Sidney W. Munoz, 1961.

TEACHING CULTURE THROUGH THE FILM "FELIPA, NORTH OF THE BORDER"

Level

Intermediate and Upper

Goal

To acquaint the student with Mexican-American culture through the use of a film

Objectives

Having seen the film, the student will discuss how the film relates to his life.

Having discussed the film, the student will complete a written exercise.

Having seen the film, the student will use the new vocabulary in meaningful conversation.

Having viewed the film, the student will identify traffic signals.

Having viewed the film, the student will be able to recognize the geometric shapes used for traffic signals.

Materials

16mm film Felipa, North of the Border
copies of traffic signals
list of new vocabulary from the film guide

Procedure

Preview the film Felipa: North of the Border and make a list of new vocabulary. (Ask a Spanish resource person to help define new Spanish vocabulary words.)
Discuss meanings of the new vocabulary words before presenting the film.
Present the film.
Make a list of questions relating the background of Felipa to the backgrounds of the children in the class.
Duplicate or write on the board the questions for the oral or written exercises.
Discuss the questions, relating the film to the students' backgrounds.
Display geometric designs for identification of traffic signals.
Discuss the importance of being able to recognize traffic signals and identify them.

Suggested Student Activities

Discuss the new vocabulary.

View the film and listen for the new words.

Answer the following questions on the film in meaningful sentences, either orally or in writing:

Describe Felipa's neighborhood and her home.
What language did Felipa use when speaking to her mother? What language did her mother use?
Why do you think Felipa's family came to the United States from Mexico?
Why do you think your family came to Chicago?
Why was it so important for Uncle José to learn English?
What were some of Felipa's responsibilities?
Are they like yours?

Identify geometric figures used for traffic signs.

Write a paragraph comparing your own everyday experiences with Felipa's.

ETHNIC FOODS

Level

Intermediate and Upper

Goal

To introduce the student to special ethnic dishes

Objectives

Given a list of seasonings and ingredients, the student will pronounce, spell, and recognize the words in written form.

Given a specific dish, the student will write the ingredients it contains.

Given a display of a wide variety of ingredients, the student will choose those that are used in a certain dish.

Given a recipe such as those below, the student will interpret the measurements.

Materials

pictures of ethnic foods
actual ingredients to put on display
measuring cups and spoons
kitchen scale
word list of seasonings and ingredients
mimeographed copies of recipes
samples of the dishes

Teacher Information

Tacos

Tacos, among the more popular Mexican foods, are made with thin corn tortillas, cooked ground meat, lettuce, and tomato. The crisp taco as we know it is not a native Mexican food. In Mexico, the soft tortilla is rolled with other food in it. The food put in it may be any that is available at the time.

Recipe

1 lb. ground meat
black pepper and cumin seed
garlic to taste
onions, finely chopped
lettuce, chopped
tomatoes, cut into tiny pieces or mashed
green pepper, finely chopped
salt

Place meat in skillet and brown. Cook until water has disappeared. Add spices. If fresh, grind black pepper and cumin seed with the garlic and put in meat mixture and stir. Add the tomato and green pepper to the meat and cook until barely visible. (The tomatoes may be left out and mixed with the lettuce). Place meat in taco shells; add lettuce and tomato.

If prepared taco shells are not available, they can be made at home by using the thin (some are especially thin), flat corn tortillas sold at the store. Place one at a time in a skillet wit hot grease. Turn once and fold; hold the top fold partially open with a fork while the bottom fold crisps; then turn and let the other side crisp. Fill with meat, lettuce, tomato, and onion (if desired).

Tortillas (Maiz)

To make corn tortillas, use corn that has been soaked in jars of limewater. Then grind the wet, softened kernels on a flat stone called a metate (meh-TAH-tay). Now and then add a little water to keep the corn wet. Grind the kernels into a smooth, doughy mass. Pat bits of this masa (MAH-sah) into round, thin cakes and toast them in a big flat pan over the fire. (Today tortillas are available in the stores and are rarely made at home).

Tortillas (Flour)

4 cups of flour
3/4 cup hot water (more if needed)
1 tsp. salt
1 cup shortening

Mix flour, salt, and shortening. Add hot water a little at a time. Mix until firm. Knead dough into small balls and roll out with rolling pin. Cook on hot griddle over low flame. Serve with the meal; butter may be added.

Lasagna

<u>Sauce</u>

2-2½ size cans of strained tomatoes
1 tsp. onion cut in small pieces
4 tbsp. bacon drippings
2-8 oz. cans tomato puree
1½ lb. ground roundsteak
1 tbsp. minced parsley

salt and pepper

<u>Filling</u>

1 lb. cooked lasagna
1½ cups Parmesan cheese
4 hard-cooked eggs
2½ lbs. ricotta cheese
1 tsp. minced parsley
1½ lbs. mozzarella cheese

salt and pepper

<u>Sauce</u>: Combine tomatoes, puree, salt, and pepper in a large saucepan and let simmer. Brown ground meat in bacon drippings in a skillet. Add onions; salt, pepper, and parsley. Pour into sauce and cook for 45 minutes.

Lasagna: Cook lasagna in 5 quarts of boiling water for 20 minutes. Add 1 tbsp. of oil to prevent dough from sticking. Drain, add cold water, and leave noodles in shallow water for easy handling.

Filling: Beat ricotta cheese, add egg yolks, parsley, salt, pepper, and 1/3 cup Parmesan cheese. Beat until creamy.

Procedure

Starting with meat sauce, pour one ladle of sauce into a 9" x 13" glass casserole dish. Spread a layer of lasagna over bottom of dish. Spread with some of ricotta mixture. Sprinkle with mozzarella and Parmesan cheese and sauce. Repeat until all ingredients have been used, ending with sauce. Bake in a 350° oven 35 to 40 minutes.

Flan
(Spanish Version of Custard)

1 3/4 cups sugar
3 egg whites
3 yolks
2 cans of evaporated milk, 13 oz. each
6 tsp. vanilla
6 tbsp. brandy or rum (optional)

Put one cup of sugar in a baking pan about 9 inches wide. Put it over a low flame, stirring it constantly until the sugar melts and take a golden color. Shake the pan so that the carmel covers it. Let it cool. While it cools, do the following. Beat the egg whites and yokes together; add the milk, the rest of the sugar, and the vanilla, mixing all well. Stir this mixture directly into the baking pan with the caramel. Cover and put it in a larger pan containing hot water. You may use a double boiler. Place it in an oven at 350° for about one hour. Insert a clean knife to test if the flan is done. The knife should come out clean. Let it cool for a while, but turn it upside down onto another plate while it is lukewarm. When ready to serve, add some brandy or rum over the flan and set it on fire with a match. (Flan tastes better when served after being cooled in the refrigerator for a couple of hours.)

Vocabulary

puree
lasagna
minced
Parmesan
ricotta
mozzarella
casserole
maiz (corn)
cumin
tacos
flan
evaporated
teaspoon
tablespoon
vanilla
stir
tortillas
dough
finely

Procedure

Develop a vocabulary list of ingredients and seasonings.
Teach the pronunciation and the meaning of these words.
Display the ingredients so the students can touch and taste them.
Make copies of the recipes for tacos, tortillas, lasagna, and flan and distribute them to the class.
Discuss the ingredients and the procedure for making the various dishes.
Display various ingredients and seasonings so that the student can select those appropriate to a specific dish.
Contact some parents; ask them to make and bring to school samples of the ethnic dishes studied for the students to see and sample.

Suggested Student Activities

Study the pronunciation, spelling, and meaning of the words in the list of ingredients and seasonings.*

Compare the ingredients as to their similarities and differences in appearance, taste, smell, and touch.

Study how to measure the ingredients, using the various measuring utensils required.

Resources

Chicago, Board of Education. Ethnic Studies Process. Chicago: the Board, 1972.

Chicago, Board of Education, Department of Government Funded Programs. De Todo Un Poco. Chicago: the Board, 1970.

National Consortia for Bilingual Education. Information for Teaching Culture to Mexican American Children. Texas: Fort Worth Independent School District, 1972.

*The objectives are for one dish only. The teacher should exercise her judgment about using more than one dish in one lesson.

PUBLISHERS AND DISTRIBUTORS OF EDUCATIONAL MATERIALS IN SPANISH

Federal Programs

Bilingual Education
Dade County Public Schools
1410 N. E. A 2 Avenue
Miami, Fla. 33132

Bilingual Educational Services
P. O. Box 669
1508 Oxley Street
South Pasadena, Calif. 91030

Bilingual Education Program
(Title VII)
Bureau of Elementary and
Secondary Education
U. S. Office of Education
Department of Health, Education
and Welfare
Washington, D. C. 20202

Dissemination Center for
Bilingual Bicultural Education
6504 Tracor Lane
Austin, Tex. 78721

Early Childhood Bilingual Education
Ferkauf Graduate School of
Humanities and Social Sciences
Yeshiva University
55 Fifth Avenue
New York, N. Y. 10003

Instituto de Cultura
Puertorriquena
Box 4184
San Juan, Puerto Rico 00905

International Educational Materials
P. O. Box 777
Valley Center, Calif. 92082

Materiales en Marcha
2950 National Avenue
San Diego, Calif. 92113

Puerto Rican Research and
Resource Center
1529 Connecticut Ave., N. W.
Washington, D. C. 20036

Dr. Dorothy Taylor, Specialist in
Family Life Education
Texas Agricultural Extension Service
Texas A. and M. University
College Station, Tex. 77843

University of the State of New York
Bureau of Elementary Curriculum Development
Albany, N. Y. 12224

Commercial Publishers and Distributors

Arhe, Inc.
Suite 1402
505 Fifth Avenue
New York, N. Y. 10017

Batey
37 East 18th Street
New York, N. Y. 11206

Children's Music Center
5373 W. Pico Blvd.
Los Angeles, Calif. 90019

Continental Book Company, Inc.
89-25 130th Street
Richmond Hill, N. Y. 11418

Cultural Centro-Americana, S. A.
9a Avenida 8-42 Zona 1
Ciudad de Guatemala, Guatemala

Cultural Puertorriquena (Puerto Rican)
Avenida Fernandez Juncos 1406
Parada 20
Box 8863, Fernandez Juncos Station
Santurce, Puerto Rico 00910

Empresas Rendon
101 Austin Street
Junction, Texas 76849

Houghton Mifflin Co.
110 Fremont Street
Boston, Mass. 02107

Iaconi Book Imports
300A Pennsylvania Avenue
San Francisco, Calif. 94109

Las Americas Publishing Company
Spanish Book Center
152 E. 23rd Street
New York, N. Y. 10010

Latin American Productions
P. O. Box 41017
Los Angeles, Calif. 90041

Liberia Hispanoamericana
P. O. Box 20830
Rio Piedras, Puerto Rico 00928

Pan American Book Company, Inc.
4358 Melrose Avenue
Los Angeles, Calif. 90029

Santillana Publishing Company
575 Lexington Avenue
New York, N. Y. 10020

Spanish Book Corporation of
America
610 Fifth Avenue
New York, N. Y. 10020

Stechert-Hafner
31 East 10th Street
New York, N. Y. 10001

Modified or New Lesson on Language Arts and Culture
Developed in a School Inservice Program*

Name of School_____Principal_____

Room Number of Target Class_____Grade_____Median Reading Level_____

Title of the modified or new lesson_____

Name of the classroom teacher (s) who modified or developed the lesson

_____

Name of the team bilingual inservice teacher (s)_____

_____

Number of children in the target class who speak English as

a first language_____

Number of children in the target class who speak English as a second

language_____

Date_____

*A teacher may develop a lesson by himself or with another teacher or consultant. Thirty of the lessons from the collection will be published. Each will have the name of the school, the teacher, and the inservice teacher or consultant who modified the lesson as published.
This form should accompany each lesson that is submitted. Please duplicate as needed.